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ABSTRACT

The fourth of five handbooks developed by Project HAPI (Handicapped Achievement Program Improvement), a multimedia staff development program to help teachers and specialists write effective individualized education programs (IEPs), is in looseleaf workbook format and focuses on children with visual impairments. It is reported that students who received IEPs developed by staff trained in Project HAPI had overall gains in reading and mathematics which doubled and/or tripled over the three year period with 90 to 93 percent of students reaching short term objectives on schedule. Part I of the handbook focuses on a systematic approach to the IEP development with sections on what the IEP should include, and 11 sequential steps such as initial identification (Step 1), conducting the assessment (Step 6), selection of intervention materials (Step 8), and review of the IEP (Step 11). Part II is on assessment with three assessment matrixes: assessment tools related to specific categories of function, description of assessment tools listed in the first matrix, and unpublished and informal assessment tools. Part III is on intervention with an intervention matrix and lists of sample resource materials. Appendixes include model IEPs, addresses for vendors and publishers, and a handbook evaluation form. A separate training package contains the script of an accompanying audiocassette, sample forms (in English and Spanish), and the pre- and posttest. A 60 minute video program with guide is also available for the program. (DB)

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ASSESSMENT + INTERVENTION = IEP

A Handbook on How To Write an Individualized Education Program

for

The Visually Impaired

Book Four

Michele Chabot
Jean Chapman

Project HAPI
Handicapped Achievement Program Improvement
An ESEA Title IV-C Project Number 3426

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FOREWORD

On November 29, 1975, President Gerald Ford signed Public Law 94-142 (PL 94-142). On September 1, 1977, PL 94-142, "The Education for all Handicapped Act" required that individualized education programs (IEP's) be developed for handicapped students.

PL 94-142 guarantees that all handicapped pupils have access to an education which meets their needs, that all handicapped students have educational rights which entitle them to the same benefits possessed by nonhandicapped students, and that schools provide handicapped pupils with special opportunities which enable them to participate as fully as they can in regular school activities.

Among other things, PL 94-142 mandates that school personnel write individualized education programs (IEP's) for all handicapped pupils. To help educators meet this requirement of the law, Project HAPI (Handicapped Achievement Program Improvement), an ESEA Title IV-C project funded by the United States Department of Health, Education and Welfare, administered by the California State Department of Education, and operated by the Department of Education, San Diego County, was begun.

The goal of Project HAPI is the creation of materials to be used in a training program for special education teachers/specialists who must prepare individualized education programs (IEP's) leading to individual achievement in mathematics and reading by handicapped pupils, grades kindergarten through twelve.

For additional information about Project HAPI and these materials, contact Jean Chapman, project coordinator, at the Department of Education, San Diego County.

Gerald A. Rosander
Superintendent of Schools

ACKNOWLEDGMENTS

The concept and design of Project HAPI originated with Dr. Lawrence C. Barry, project director. Virginia P. McDonald was acting director during 1978-79. The development of the handbooks with accompanying audio cassettes, the video film, their editing, and coordination of their use in training was accomplished by Jean Chapman, project coordinator.

Michele Chabot, resource teacher for the visually impaired, Santee School District, compiled and revised the assessment and intervention sections of this handbook. Dr. Clayton Bennett, Dr. Mary Gene Sanders, and Jean Chapman were responsible for refining and reorganizing the second field test edition based on suggestions received from special education master teacher/specialist participants in Project HAPI training workshops 1977-78. Part one of this edition was rewritten by Jean Chapman, July 1979, to reflect changes in federal and state regulations as they have occurred.

Special acknowledgment is extended to C. Robert Calhoun, Dr. Rose Marie Swallow, Lavonne Davis, Milo McGowan, Dr. Phillip Hatlen, Dr. Sally Mangold, and Nancy Lindsay for their contributions and assistance. Special appreciation is due Dr. Charles Watts, director, California Learning Resource Center, University of Southern California, Los Angeles, for supplying many materials for the project.

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INTRODUCTION

Project HAPI (Handicapped Achievement Program Improvement) has been designed to provide assistance to teachers for increasing handicapped student achievement in reading and mathematics. Essential to meeting this objective is the development of a structured training process to prepare school personnel for planning and implementing individualized education programs (IEP's) mandated by PL 94-142. The chief vehicle for training is a specially written handbook with accompanying instructional audio cassette, one specifically developed for each of the designated areas of exceptionality stipulated in the law.

Each handbook provides a resource for a practical assessment of skills, a compilation of intervention strategies and materials, an organized approach to prioritizing goals and objectives leading to effective writing of the IEP, and model IEP's. The format of the handbooks is open-ended, providing for the addition of new materials as they become available.

These handbooks are designed to be used as inservice training manuals for special education master teachers/specialists who, after receiving this training, will become "process change agents" for the training of other personnel.

These handbooks have been evaluated by master teachers/specialists who used a rating scale to record qualified judgments about their practicality, relevance to the task of writing IEP's, and value for improving a handicapped pupil's achievement in reading and mathematics.

Each handbook provides a systematic approach to IEP development, leading to the creation of an acceptable and effective individual program. The handbooks also include two assessment matrices. The first matrix provides a quick review of suggested assessment tools, with a description of how these tools relate to the categories of present levels of function (as outlined in the legislation: PL 94-142).

The second matrix describes those assessment tools, adding other pertinent information including function, response format, administration, time, age, grade level, normative data and source.

The handbooks also include a section on unpublished, informal assessment tools not readily available, as well as a matrix listing intervention strategies from published sources. Also offered are sample techniques and intervention materials from unpublished sources, with brief instructions selected for individual instruction.

The appendices include model IEP's, addresses of vendors offering assessment and intervention materials, special information and the handbook evaluation.

The handbooks are specifically intended for use as a part of the Project HAPI training program. They serve as guides and are the basic materials needed. In addition to the handbooks, Project HAPI staff has developed a packet of exemplary materials which provide important information and supplemental support for the training activities.

In addition to the handbooks and cassettes, Project HAPI staff has developed a video film entitled Education for the Handicapped: A Parent-School Partnership which provides an overview of the IEP process depicting identification, referral, assessment and IEP planning events in compliance with federal and state laws and regulations. This television program was developed for HAPI workshop trainings and as an inservice instrument for regular class teachers, administrators, parents, special education staff, relevant professionals such as physical therapists, doctors and parent/child advocates.

PART I

A SYSTEMATIC APPROACH TO INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT

WHAT DOES AN INDIVIDUALIZED EDUCATION PROGRAM INCLUDE. . .

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WHAT DOES AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) INCLUDE. . .

"The individualized education program (IEP) is a statement of the services to be delivered and of the anticipated goals and objectives for the pupil but it is not a contract which guarantees the accomplishment of the anticipated goals and objectives."

CAC, Title 5, 3154 (9)

According to federal law (PL 94-142) and California regulations, an IEP shall include:

1. A statement of present levels of educational performance.
2. A statement of annual goals, including short-term instructional objectives.
3. A statement of the specific educational services to be provided and the extent of participation in regular educational program.
4. The projected date for initiating and anticipated duration of services.
5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.
6. Provisions for the transition into the regular class program if the pupil is to be transferred from a special day class or center or nonpublic school into a regular class in a public school.
7. A secondary grade level pupil's individualized education program shall also include any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and meet or exceed proficiency standards for graduation, in accordance with California Education Code, Sections 51225 and 51225.5.
8. For limited-English-speaking and non-English-speaking students, linguistically appropriate goals, objectives, programs and services.
9. Extended school year services when needed.
10. Specially designed physical education and vocational education when needed.

AN OUTLINE OF IEP COMPONENTS

The following list expands upon the mandated IEP components on page seven and provides a more detailed guide to aid in writing the IEP:

1. Personally identifiable information.
2. Dates of initiation, alteration and duration of special education.
3. Career/vocational education program.
4. Appropriate physical education program.
5. Extent of regular class placement.
6. Dominant language of home and pupil.
7. Present levels of function.
8. Health status.
9. Rationale for placement.
10. Secondary level graduation requirements.
11. Statement of annual goals.
12. Short-term instructional objectives.
13. Evaluation criteria and procedures.
14. Person(s) responsible for implementing IEP (not mandated but recommended as a promising approach).
15. Determination of extended school services.
16. IEP committee members (person charged as committee coordinator designated).
17. Rights and protections documented.
18. Written parental consent to placement documented.
19. Appropriate linguistically.

A more complete explanation of these components follows on pages 9-12.

EXPLANATION OF IEP COMPONENTS

What Does An IEP Include?

1. Personally Identifiable Information

Accurate and legible data must be recorded in an IEP. These data include name, birthdate, sex, grade level and personal identifier (such as social security number, student number or description of physical characteristics).

2. Dates of Initiation, Alteration and Duration of Special Education

Specified dates must be shown on the IEP. These dates are: a) initiation of special education services; b) placement change; and c) anticipated duration of special education services. When appropriate placement cannot be made within 20 school days, the reason for delay and project date for placement shall be stated in the IEP [CAC 3005(c)].

3. Career/Vocational Education Program

The requirement to hold this kind of program applies to all grade levels but is assigned a high priority at the secondary level.

4. Appropriate Physical Education Program

An IEP must show whether the regular physical education program for nonhandicapped children is appropriate or whether special physical education must be provided. Special physical education includes adapted physical education and motor development. [CAC 5, 3306(f)].

5. Extent of Regular Class Placement

This component is referred to as the least restrictive environment (LRE) and refers to the percentage of time the student spends in regular class on a weekly basis. A full explanation of LRE rationale is included in the description of the rationale for placement.

6. Dominant Language of Home and Pupil

The dominant or primary (but not necessarily the native) language of both home and pupil must be stated in an IEP. How the determination of the dominant language is made for the child (i.e., by observation, test or parent report) must be recorded on the IEP.

7. Present Levels of Function

The following seven areas must be assessed: To determine the student's current levels of functioning and his or her strengths, weaknesses and needs:

- a) Academics*
- b) Communication/Language*
- c) Social Adaptation/Emotional Development

- d) Psychomotor
- e) Prevocational/Vocational Skills
- f) Self-help Skills
- g) Learning Style (Modality), including: Length and kind of response, motivation and approach to task presentation
- h) Learning Approach (i.e., best for individual; e.g., reflective, persistent; etc.)

NOTE: "Age appropriate" should be written next to the item to show that no need for special education is indicated in a particular area.

*For specific learning disabilities (F.R. III, 121a. 541-2-3) certain academic and language areas are designated for assessment. In addition, an observation of the individual's classroom performance and a written report of the results of the evaluation are required. This report is referred to as the Psychoeducational Study [CAC 5 3421(b)].

8. Health Status

The assessment includes assessment of all areas related to suspected disability, including--when appropriate--health, vision and hearing as determined by a licensed nurse or surgeon/physician. (See appendix B to determine when a licensed surgeon's/physician's statement is required.)

9. Rationale for Placement

Justification for special education is based upon adequate assessment, observation and information gathered from parents, teachers and other members of the eligibility and planning (E&P) committee. This justification, which is a rationale, must reflect all areas of need in the multidisciplinary assessment and must be developed for the individual student by the full E&P committee on the basis of identified needs. Included in this rationale are statements of:

- a) Functional description of handicap:
Describes educational need(s) in understandable language. Reflects the assessment data recorded in IEP under "present level of function" and "health status," and includes data obtained from assessment and observation by any E&P committee member.
- b) Specific special education to be provided:
A statement of the specifically designed programs the child will receive to meet educational goals of an IEP must be provided by districts. Placement must be made on need(s). The career/vocational program in which the pupil may participate is written as part of the IEP. Vocational goals are assigned a high priority at the secondary level. For an individual whose handicap is designated as a "behavior disorder," the IEP shall include recommendations for amelioration of behavior which interferes with learning. The special education program to be provided must be recorded in this component.
- c) Related service required:
A description of all related services required for an educational program must be documented in the IEP. Related services include: remedial physical education; transportation; occupational and physical therapy with documentation stating which agency will provide service; mobility training; interpreter; Braille transcriber; PH/home bound instruction; and any other services required to insure an appropriate education. Language, speech and hearing therapy becomes a related service when an individual with exceptional needs has a special class

placement. When this therapy is the only special education service/program required, such service is recorded as the specific special education program. Written procedures assuring consistent documentation of related services should be developed and followed by the school district.

d) Special material/equipment to be provided:

Special instructional media is recorded which is required to meet the educational goals of the IEP. This media must be provided by the district.

e) Provision(s) for possible transition into regular class program:

This statement describes possible transition into the regular class program if the individual is to be transferred from a special day class, or center, or nonpublic school into a regular class in a public school. Such a statement provides flexibility so that a student may be moved into a less restrictive environment as needs change.

f) Rationale for least restrictive environment:

This is a statement justifying special education placement in both academic and nonacademic areas to insure full educational opportunity for the handicapped individual with nonhandicapped students. It is a description of other placement options considered and the reason why the recommended placement was selected.

10. Secondary Level Graduation Requirements

A secondary level individual's IEP shall also include any alternative means and modes necessary for the individual to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation, in accordance with Section 51225 of the Education Code.

11. Statement of Annual Goals

An IEP must include a statement of general educational aims or goals as determined by the E&P committee. These goals are to be based on assessment, observation and information brought to the committee meeting. A goal is a broad statement describing a task, such as, "improve auditory processing skills." Goals are general (i.e., not specific in terms of the task or activity). They are not time referenced and do not specify proficiency levels. It is recommended that copies of the Assessment Analysis providing descriptive evidence of assessment information be attached to the IEP.

12. Short-Term Instructional Objectives

The IEP must include the short-term instructional objectives which are determined by the E&P committee. The objectives are based on assessment, observation and information brought to the committee meeting. Objectives are written in a more definitive manner than annual goals, such as: "Student will show a gain of at least six months on all auditory subtests of the Detroit test by June 1, 1978." Several short-term instructional objectives may be written for one annual goal, and each objective must state: a) specific observable behavior; b) under what conditions the tasks shall be accomplished; and c) within what time, with what degree of accuracy and/or what level of proficiency the objectives are to be met.

13. Evaluation Criteria and Procedures

The IEP must reflect all areas of student need as identified in the multidisciplinary assessment. An assessment is required: a) prior to initial placement;

b) before placement change, including additions and deletions within the special education program; c) upon transferring to regular education; d) upon request by a teacher or parent/guardian; and e) at annual review of the IEP required for determining whether the short-term instructional objectives are being achieved. Student progress toward meeting all IEP objectives requires documented monitoring.

14. Person(s) Responsible for Implementing IEP

The person named in each short-term instructional objective is responsible for implementing that objective. A copy of the total IEP should be available in the classroom of person(s) responsible for implementation.

15. Determination of Extended School Services

Extended school year services, when needed, must be documented.

16. IEP Committee Members

An IEP must be developed by an E&P committee. Committee members will vary with different educational placements (see appendix B). The language, speech and hearing specialist and the school psychologist who examine the child must serve on the E&P committee. The assessment must be made in the dominant language of the child. Placement must be based upon more than one measure. The information contained in the IEP must be established as a result of assessment and/or observation at the time of writing the IEP. E&P committee members are required to sign and date their participation in the writing of the IEP. The team member who assumes the position of coordinating the assessment activities is to be designated on the signature page.

17. Rights and Protections Documented

All parents of students for whom an IEP is developed must receive a written notice of their rights and protections (including right to a fair hearing) as required by federal and state laws. Receipt of that notice should be documented on the IEP form.

18. Written Parental Consent to Placement

No special education placement can be initiated or provided to a child until the parent(s) agree in writing to that placement. Such written consent must be informed consent, that is, it is given voluntarily and that the parent understands and is informed about to which he is giving consent.

19. Appropriate Linguistically

An IEP must be written so that all goals, objectives, programs and services determined, if the person is limited-English-speaking or non-English-speaking, are linguistically appropriate. Should an interpreter be necessary either to translate in another language or to translate in a specific mode of communication, this person's signature is also required as a member participating in the IEP committee.

Student _____ ① _____ BD _____ ① _____ CA _____ ① _____
 Personal Identifier _____ ① _____ Sex _____ ① _____
 Teacher _____ ⑨B _____ No. Yrs. Enrolled _____ ① _____ Grade _____ ① _____
 School _____ ⑨B _____ Special Program _____ ⑨B _____
 Date of Initial Enrollment in _____ ② _____ *Projected Date of Placement _____ ② _____ Anticipated Duration of Placement _____ ② _____
 Special Education _____ ② _____
 Career/Vocation Education Program _____ ③ _____
 Extent of Regular _____ ⑤ _____ P.E. _____ ④ _____
 Class Placement _____ % Program _____

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: _____ ⑦ _____
 Academics: _____ ⑦ _____
 Social Adaptation/Emotional Development: _____ ⑦ _____
 Psychomotor: _____ ⑦ _____
 Prevocational/Vocational Skills: _____ ⑦ _____
 Self-Help Skills: _____ ⑦ _____
 Learning Style (Modality): _____ ⑦ _____
 Learning Approach (e.g., reflective, persistent, etc.): _____ ⑦ _____
 Health Status: _____ ⑧ _____

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c))

Date of Meeting _____ ⑥ _____
 Parents _____ Phone _____
 Address _____
 Native Language _____ How Determined _____
 of Pupil _____
 Native Language _____ School District of _____
 of Home _____ Residence _____

RATIONALE FOR PLACEMENT

Functional description of handicap: _____ ⑨ _____
 Specific special education to be provided: _____ ⑨ _____
 Related services to be provided: _____ ⑨ _____
 Special material/equipment to be provided: _____ ⑨ _____
 Provision(s) for possible transition into regular classroom program: _____ ⑨ _____
 Rationale for Least Restrictive Environment: _____ ⑨ _____
 (Includes explanation of (3), (4), (5))

Student _____

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Page 2 of 3

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^{xx} sign below:

Date

Parent/designee signature _____

Parent/designee signature _____

Student signature _____

Special education administrator/designee signature _____

Regular education teacher signature _____

*School psychologist signature _____

16

*Language, speech, and hearing specialist signature _____

School nurse signature _____

Special education teacher signature _____

Interpreter signature _____

Other signature (specify) _____

Other signature (specify) _____

*Has evaluated pupil

^{xx}Indicates designated team coordinator

21

Secondary level graduation requirements (CAC 3306(s)):

10

Determination of extended school year services (CAC 3306(e)):

15

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Specified Special Education Placement

18

Parent/designee signature _____

Date

Parent/designee signature _____

Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Parent/designee signature _____

Date

17

Parent/designee signature _____

Date

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
11	Specify time, observable behavior, evaluation conditions, and evaluation criteria. 13	Date 13 ☐ Achieved ☐ Reviewed ☐ *Revision recomm. ☐ Parent informed
	Person responsible 14 Date established 13	
	Person responsible Date established	☐ Achieved ☐ Reviewed ☐ *Revision recomm. ☐ Parent informed
	Person responsible Date established	☐ Achieved ☐ Reviewed ☐ *Revision recomm. ☐ Parent informed
	Person responsible Date established	☐ Achieved ☐ Reviewed ☐ *Revision recomm. ☐ Parent informed
	Person responsible Date established	☐ Achieved ☐ Reviewed ☐ *Revision recomm. ☐ Parent informed
23	Person responsible Date established	☐ Achieved ☐ Reviewed ☐ *Revision recomm. ☐ Parent informed

SEQUENTIAL STEPS IN IEP DEVELOPMENT: A GUIDE

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STEP 1. INITIAL IDENTIFICATION

Often the IEP process is initiated as a result of either formal or informal screening. Formal screening refers to that screening which is routinely carried out by all school districts such as the screening of speech and language, vision, hearing, psychomotor skills, academic skills, dominant language and physical growth. Informal screening refers to reports and observations reported by parents, community agencies or school personnel. When either formal or informal screening suggests a possibility of a disability, a consultation with a resource person or the classroom teacher is indicated to clarify the problem. Such a consultation may lead to several possibilities:

1. That the child's needs can be met by modification in the regular classroom.
2. That supplementary instruction within regular education, such as a language development program, or a learning resource center are appropriate.
3. That a different school setting or classroom placement is better suited to the child.
4. That the child needs to be referred for assessment.

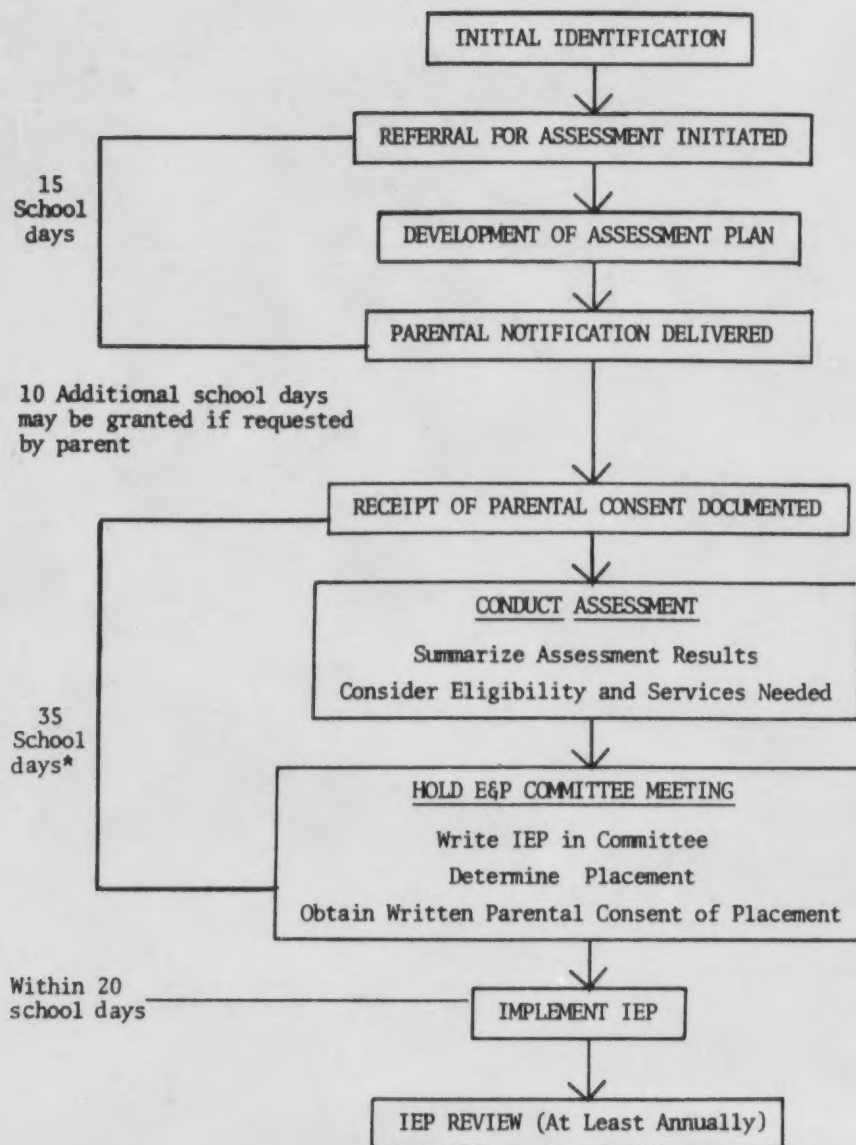
A flow chart on page 17 shows the IEP process schematically. It is appropriate for Non-Master Plan and Master Plan districts.

When it is established that such a referral is indicated, it is good practice to inform the parents and solicit their cooperation and involvement at the very earliest time. Also at this point, the referral must be routed to the appropriate school personnel for purposes of following the identification, referral and assessment procedures established by the district. A form for making a referral to an assessment team can be found on page 19 and a completed form for a fictitious child follows.

Non-Master Plan districts' procedures will differ to some degree (e.g., the assessment team for Non-Master Plan is labeled the E&P (eligibility and planning) team. Master Plan assessment teams are SAT (site assessment team) and EAS (educational assessment service).

An IEP Process Log for use by the designated coordinator of the assessment team is provided on page 21.

IEP FLOW CHART



**CAC 5 - 3306 (b) When determined by E&P team that additional assessment, by an outside agency, is needed, the total time shall not exceed 50 days.*

Project HAPI

REFERRAL TO ASSESSMENT TEAM

School _____ Date _____ Person Initiating Referral _____

Student _____ BD _____ CA _____ Sex _____

Personal Identifier _____ Current Teacher _____ Grade _____ Current Placement _____

No. Yrs. Enrolled _____ Native Language _____ How Determined _____

Parent(s)/Guardian(s) _____ Phone _____

Address _____

Native Language of Home _____ School District of Residence _____

Assessment Team Coordinator _____ Date Referral Received _____

Reason for Referral:

Background Information:

Educational History (include previous significant test scores, data reports, samples of work, etc.).

Health/Medical History

Previous Interventions/Strategies

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Project HAPI

REFERRAL TO ASSESSMENT TEAM

FICTITIOUS

School Harding Date 9-6-77 Person Initiating Referral Judy Collins
 Student Pat Collins BD 6-28-70 CA 7-2 Sex Female
 Personal Identifier SS #: 382-93-6409 Current Teacher J. Peterson Grade 1 Current Placement Regular Class
 No. Yrs. Enrolled in School 1 Native Language English How Determined Parent Report
 Parent(s)/Guardian(s) Jack and Judy Collins Phone 491-0217
 Address 62 North First, Columbus CA 34875
 Native Language of Home English School District of Residence Hardwater USD
 Assessment Team Coordinator Lois Brown Date Referral Received 9-7-77

Reason for Referral:

Pat has been legally blind since birth. She has light perception only. Exhibits numerous "blindisms." Requires special materials: Braille writer and texts. She is unable to participate in a regular physical education class.

Background Information:

Educational History (include previous significant test scores, data reports, samples of work, etc.).

Pat was previously enrolled in the Highlands School for Exceptional Children where instruction was provided on a one-to-one basis. She attended, three times weekly, from the age of three to the present time. Parents have participated in parent education at previous school.

Health/Medical History

Pat was a "rubella" baby. Dentition is delayed and abnormal. Appointments have been made by parents for evaluations by a dentist and ophthalmologist.

Previous Interventions/Strategies

Previous instruction has been in a tutorial setting with little interaction with nonhandicapped children.

19a29

Project HAPI

IEP PROCESS LOG

Student _____ B/D _____ Grade _____ Teacher _____
 School _____ Team Coordinator _____

- | | <u>Date</u> | <u>Initial</u> |
|--|-------------|----------------|
| 1. Referral for assessment received by team coordinator. . . . | _____ | _____ |
| 2. Development of assessment plan: | | |
| A. Parent notified of informal meeting. | _____ | _____ |
| B. Evaluation team members notified. | _____ | _____ |
| C. <u>Assessment Record</u> utilized. | _____ | _____ |
| D. <u>Assessment Analysis</u> provided each team member | _____ | _____ |
| E. Timelines established for: | | |
| (1) Completion of assessment. | _____ | _____ |
| (2) Assessment Analysis to be delivered to team
coordinator. | _____ | _____ |
| (3) Psychoeducational study completed (for EH & SDL) . | _____ | _____ |
| (4) <u>Assessment Analysis</u> compiled by team coordinator. . | _____ | _____ |
| 3. Assessment plan and parent and student rights and
procedural safeguards delivered to parents. | _____ | _____ |
| 4. Receipt of parental consent to assess documented. | _____ | _____ |
| 5. Conduct assessment per plan (see full <u>Assessment Record</u>). . | _____ | _____ |
| 6. Coordinator collect and compile findings on <u>Assessment
 Analysis</u> | _____ | _____ |
| A. Notify parents of: | | |
| (1) Meeting (if indicated) to determine adequacy and
findings of assessment. | _____ | _____ |
| (a) Notice delivered. | _____ | _____ |
| (b) Report of meeting delivered. | _____ | _____ |
| AND/OR | | |
| (2) E&P committee meeting for IEP (when one meeting
only is needed) planning and determination of
educational placement. | _____ | _____ |
| 7. Parent's response to item 6, (1) received/documented. . . . | _____ | _____ |
| Parent's response to item 6, (2) received/documented. . . . | _____ | _____ |

- 8. Agenda prepared for E&P committee meeting. _____
- 9. E&P committee meeting:
 - A. IEP--written and signed by participating members _____
 - B. Written parental consent for educational placement documented. _____
- 10. IEP implemented _____

STEP 2. INITIATING A REFERRAL: PLANNING USING THE ASSESSMENT RECORD

An individualized education program (IEP) focuses on an individual's identified needs and strengths. Consequently, assessment must be carefully planned. Legislation requires that when a child is referred for assessment because of a suspected disability, the assessment team shall deliver to the parents within 15 school days notification of referral for assessment including parent rights, a statement as to possible program alternatives and a complete assessment plan.

The blank Assessment Record on page 25 offers a format which provides a "map" and a "log," for planning assessment and recording the evaluation as it progresses. This form permits the assessment team to determine quickly those areas of behavior to be sampled to tailor evaluation to the particular needs of the subject.

The Assessment Record provides a means of documenting existing current records and data in areas of behavior and function mandated for consideration in developing the assessment plan. So that assessment does not duplicate or overlook areas, the Assessment Record can become the basis for planning what tests need to be given and who will administer them. The assessment team coordinator will find the Assessment Record a means of providing direction and establishing timelines for the assessment team. The Assessment Record can be the initial vehicle for establishing this logging system for keeping track of referrals and their disposition, and assuring that the assessment and planning process proceeds smoothly in accordance with schedules and timelines.

A completed Assessment Record for a fictitious child, Pat Collins, appears on page 25a.

Project HAPI

ASSESSMENT RECORD

Name _____ Grade _____

Birthdate _____ Date _____

DATE

ASSESSMENT

EXAMINER

HEALTH STUDY

Vision Acuity

Auditory Acuity

Current Health

LEARNING STYLE

ACADEMICS

DATE

ASSESSMENT

EXAMINER

LANGUAGE

PSYCHOMOTOR

PRE-VOCATIONAL/VOCATIONAL

SOCIAL ADAPTATION/EMOTIONAL STATUS

SELF-HELP SKILLS

25

33

34

Project HAPI

ASSESSMENT RECORD

FICTITIOUSName Pat Collins Grade 1Birthdate 6-28-70 Date 10-1-77

DATE

ASSESSMENT

EXAMINER

HEALTH STUDY

8-30-76 Vision Acuity P. Campbell,Ophthalmologist10-1-77 Auditory Acuity DixonCurrent Health

LEARNING STYLE

9-30-77 L.S. Checklist Brown

ACADEMICS

9-20-77 Colorado Braille BrownBattery9-20-77 Preacademic Skills Brown& Behavior Checklist

DATE

ASSESSMENT

EXAMINER

LANGUAGE

9-17-77 Screening Cox

PSYCHOMOTOR

9-18-77 Roughness Discrimina- Browntion Assessment

PRE-VOCATIONAL/VOCATIONAL

9-15-77 BCP Brown

SOCIAL ADAPTATION/EMOTIONAL STATUS

10-1-77 Behavior Rating Scale Brown/Hastings

SELF-HELP SKILLS

9-15-77 BCP Brown

STEP 3. SELECTION OF ASSESSMENT TOOLS

While selection of appropriate assessment tools is a critical component in the assessment-intervention process, so, too, is the appropriate use of those tools. The search for a single tool or even a specific battery of tools which would meet all assessment needs and be universally valid is a search in vain. Assessment necessitates custom tailoring.

All assessment tools and procedures must be administered in the primary language of the limited-English-speaking and non-English-speaking individual and meet the specifications for nondiscriminatory testing. Further, assessment shall be administered by credentialed or licensed personnel who are competent in both oral and written skills of the child's primary language or mode of communication and have knowledge and understanding of the child's cultural and historical background.

Assessment results must be available at the IEP committee meeting to assist committee members in making educational placements and decisions about intervention. Goals and objectives must be based directly on assessment data. Selection of strategies and materials for intervention must be based upon the specific skills and specific needs identified in the assessment.

Experience suggests that it is important to have information from both criterion- and norm-referenced tests in developing the IEP. Criterion-referenced tests characteristically provide more information defining present levels of function and stage of development. Norm-referenced tests have conventionally been administered to measure abilities, and evaluates the individual in comparison to a group of persons. However, the information yielded by norm-referenced tests has limited value for planning instructional interventions, whereas, criterion-referenced tests are content specific and translate directly to specific levels for instructional planning. Assessment must establish where the individual is now and what the next step in intervention needs to be and under what conditions the child learns best.

STEP 4. DEVELOPING THE ASSESSMENT PLAN

The assessment plan shall be developed by the assessment team (SAT, EAS, or E&P). The team may use "recent and reliable data from assessment which has been conducted by appropriately licensed professionals, in lieu of scheduling additional assessments." Therefore, a search and collection of existing records should have been accomplished and recorded on the Assessment Record as noted on page 23.

Using the Assessment Record(s), the assessment plan can be formulated by the team. Such a plan must be written in language understandable by the general public and must include:

1. A description in ordinary language of procedures, tests, records or reports proposed for use in assessment.
2. Specific tests and techniques to be used:
 - A. Name and describe the specific tests or techniques to be used (must meet state requirements for nonbiased assessment).
 - B. Describe how the assessment results will be used.
 - C. When an interpreter is used, the plan shall document and note the degree the validity of assessment may be attenuated.
3. Name the person responsible for administering the tests or techniques.
4. State the date when all assessment is to be completed.
5. Specify place, date and time of the IEP planning meeting when results will be analyzed and summarized.
6. Assure that assessment procedures specifically include adequate identification by qualified persons of visual perceptual and other perceptual problems, for the child whose learning problems could be due to the many manifestations of a perceptual problem.

7. Parental notification and explanation of due process and procedural safeguards, confidentiality, access to records and fair hearing rights (defined as informed consent).
8. Request for written parental informed consent to assessment plan providing space for date and signature.
9. Plan must be provided in the parent's native language or parent's mode of communication and translated, in any means necessary, to communicate with the parent.

Assessment matrix A, pages 61-66, provides an alphabetical list of many tests and indicates areas of behavior these instruments test. Following on pages 67-78, matrix B, these same assessment tools are listed with information describing the function, format, administration, appropriate age or developmental levels, whether the tools are norm- or criterion-referenced and the source.

These two matrices give much of the information needed for items one and two above in adequately developing the assessment plan.

A "Notification of Referral--Parent Consent to Assessment Plan--Consideration for Special Education Services" forms (blank and completed) follow on the next four pages.

A copy of *Parent and Student Rights* has been enclosed for your information and understanding. Parents have the right to take part in providing information and in making decisions about their child's education. If you have any questions regarding your rights or steps to follow in exercising your rights, you may contact your child's school or the school district office.

I give my consent for any of the above evaluations to be made as outlined within 35 days after receipt by the school of this consent. I understand that the results will be kept confidential and that I will be invited to a meeting when the assessment is completed to review the results and discuss program possibilities. It is my understanding that no change in educational placement will be made. I also acknowledge receipt of the Parent and Student Rights, including due process and procedural safeguards.

Parent/guardian signature

Date

If you have any questions, please call: _____

Assessment team coordinator signature

Phone

318

Please sign and return to:

Date returned: _____

☐

Copy provided to parents in primary language

**NOTIFICATION OF REFERRAL
PARENT CONSENT TO ASSESSMENT PLAN CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES**

FICTITIOUS

Student Pat Collins Date sent 9-10-77

REASONS FOR REFERRAL: Your son/daughter has been referred to the assessment team (EAS, SAT, XXX E&P) due to concerns about his/her current performance as described:

Your referral for your daughter has been received and considered by the assessment team. Pat is legally blind and exhibits many blind behaviors. Her educational needs cannot be appropriately met in the regular classroom.

Possible program alternative(s): Regular class with: Itinerant teacher, resource room for visually impaired with regular class participation or self-contained special education class for visually impaired.

The assessment team is a group of appropriately credentialed school personnel who make recommendations to provide educational services best suited to a student's needs. To aid in planning an appropriate program for the student, the team needs to conduct an assessment. The assessment plan below lists the procedures, tests, records or reports proposed for use in evaluation. This assessment will include adequate procedures to evaluate visual perceptual or other perceptual problems. All tests to be used are appropriate and nonbiased for the student.

ASSESSMENT PLAN — Date to be completed 10-5-77

Person Responsible	Assessment Tool	Description of Tool	Reason for Using
<u>P. Campbell, M.D.</u>	<u>Written report of eye examination</u>	<u>--</u>	<u>Required by law.</u>
<u>N. Dixon (Nurse)</u>	<u>Audiogram</u>	<u>Pure Tone Hearing Screening</u>	<u>Determines acuity.</u>
<u>L. Brown (Teacher of Visually Impaired)</u>	<u>Learning Style Checklist</u>	<u>Observation of function.</u>	<u>Determines learning style.</u>
	<u>Colorado Braille Battery</u>	<u>Measures Braille skills.</u>	<u>Determines level of function.</u>
	<u>Preacademic Behavior and Skills Checklist</u>	<u>Academic, social and psychomotor skills assessed by observation.</u>	<u>To aid in developing instruction.</u>
	<u>Roughness Discrimination Assessment</u>	<u>Measures ability to use hands in coordinated fashion.</u>	<u>Determines adequacy of tactile skills.</u>
	<u>Behavior Characteristics Progression (BCP)</u>	<u>Observation of prevocational, social adaptation and self-help skills.</u>	<u>Determines level of development.</u>
<u>D. Hastings (Regular Class Teacher)</u>	<u>Behavior Rating Scale</u>	<u>Inventory of peer relationships.</u>	<u>Appears to avoid other children.</u>

A copy of *Parent and Student Rights* has been enclosed for your information and understanding. Parents have the right to take part in providing information and in making decisions about their child's education. If you have any questions regarding your rights or steps to follow in exercising your rights, you may contact your child's school or the school district office.

I give my consent for any of the above evaluations to be made as outlined within 35 days after receipt by the school of this consent. I understand that the results will be kept confidential and that I will be invited to a meeting when the assessment is completed to review the results and discuss program possibilities. It is my understanding that no change in educational placement will be made. I also acknowledge receipt of the Parent and Student Rights, including due process and procedural safeguards.

Parent/guardian signature

Date

If you have any questions, please call: _____

Lois Brown

Assessment team coordinator signature

816-9284

Phone

31c

Please sign and return to:

Lois Brown

Harding School

Hardwater CA 93268

Date returned: _____

☐

Copy provided to parents in primary language

46

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STEP 5. PARENTAL NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN

The form(s) devised for parental notification of referral and assessment plan is the responsibility of the school district. Some districts prefer to use two notices--the first one notifying the parent that a referral has been made to plan assessment and the second one notifying the parent of the assessment plan. Other districts prefer to use one form to accomplish both purposes.

The federal and state laws require that such written notices shall be delivered to the parents.

The assessment process cannot proceed until written parental consent has been obtained. "If a parent requests additional time to consider the assessment plan, at least ten school days shall be given to the parent to arrive at a decision." [CAC 5, 3304 (d)]

Upon receipt of written parental consent to assess, the assessment team shall have completed within 35 school days:

1. The assessment.
2. Analyze assessment results.
3. Establish eligibility and needed services.
4. Schedule IEP meeting.
5. Write IEP
6. Determine placement.

STEP 6. CONDUCTING THE ASSESSMENT

Recording and Analyzing Data Using the Assessment Analysis

The Assessment Analysis is a form, page 35, on which to record and analyze test data. The format aids in the organization of assessment information and shows: 1) where strengths lie; 2) where needs exist; and 3) what the individual's current levels of function are.

Based on the information recorded on the Assessment Analysis form, the E&P, SAT or EAS committee can identify sources and strategies of instructional intervention for the later developing of instructional activities. The Assessment Analysis makes it easier to determine goals and objectives when planning and writing an IEP. This Analysis also provides the committees with readily available results of the assessment; it can be attached to the IEP, thus eliminating duplication of the information on the IEP form; and has considerable value for the receiving teacher(s) and specialist(s) after placement has been determined.

The Assessment Analysis presents useful information for the E&P team, particularly the parents, in understanding strengths and weaknesses, and determining the program and/or service alternatives for a visually impaired student. It is on this Analysis that the degree of assessment validity which may have been attenuated should be documented if interpreters were used or materials and procedures were adapted in the assessment.

A completed sample of the Assessment Analysis for Pat Collins (fictitious) demonstrates the use of this form on page 35a.

Project HAPI

ASSESSMENT ANALYSIS

Name _____ B/D _____ CA _____ Grade _____ Date _____ Examiner _____

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.

35

Project HAPI

ASSESSMENT ANALYSIS

FICTITIOUS

Name Pat Collins B/D 6-28-70 CA 7 Grade 1 Date 10-1-77 Examiner Brown

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.
Learning Style Checklist	auditory	Auditory Memory	Tactile identifica- tion and control of hands for tactile learning.	Encourage tactile skills while working through auditory channel.
Colorado Braille Battery	Thres letters correct.		Little consistency in performing Braille tasks.	Continue various approaches to learning Braille alphabet.
Preacademic Skills and Behavior Checklist	Counts rote to 100; counts objects to 3.	Quick grasp of counting skills.	Tactile manipulation of objects.	Various manipulative materials needed to encourage counting.
Behavior Rating Scale	Uncomfortable with peers; does not seek out other children. Nervous and dis- trustful of many.			Provide every opportunity for peer contact. Develop "buddy system" for classroom activities.
BCP	Dressing skills at preschool level.		Unmotivated to try tasks independently. Accustomed to being dependent on adults.	Present attitude of expecting independent functioning. Combine dressing skills with other classroom activities.
Hearing screening within	normal limits.			
Ophthalmologist's report	confirms legal status--	blind.		

DEFINITIONS AND ELIGIBILITY CRITERIA FOR THE VISUALLY IMPAIRED

The federal law and regulations define the "visually handicapped" [F.R. 121a.5 (b)(11)] as follows:

"Visually handicapped" means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children."

In addition to the federal laws, the current state regulations [CAC 5, 3600 (b)(c)] set forth the following criteria:

"(b) The Blind. To the definition in Title 45, Code of Federal Regulations, Section 121a.5(b)(11), the following is added: An individual is blind when an eligibility and planning team, which includes a credentialed teacher of the visually handicapped when available, using a written report of an eye examination by either a licensed physician and surgeon or optometrist, determines that either of the following descriptions apply:

- (1) The individual's visual acuity in the better eye, after the best correction, is 20/200 or less; or
- (2) The individual's visual loss is so severe that, for educational purposes, vision cannot be used as a major channel of learning and that the visual impairment, even with correction, adversely affects the individual's educational performance.

(c) The Partially Seeing. To the definitions in Title 45, Code of Federal Regulations, Section 121a.5(b)(11), the following is added: An individual is partially seeing when an eligibility and planning team, conforming with the standards in Title 45, Code of Federal Regulations, Sections 121a.530-534, and which includes a credentialed teacher of the visually handicapped when available, and using a written report of an eye examination by either a licensed physician and surgeon or optometrist, determines that either of the following descriptions apply:

- (1) The individual's visual acuity is 20/70 or less in the better eye, after the best correction; or
- (2) The individual's vision deviates from the normal to such an extent that, even with correction, it adversely affects the individual's educational performance."

Of particular concern for the education of the visually impaired are the provisions for instruction in orientation and mobility. Following are the criteria for such individual instruction [CAC 5, 3610 (a)(b)].

"3610. Individual Instruction in Orientation and Mobility.

In addition to the provisions of Education Code Section 56702 and 41888(1) (e), the following is added: Instruction in orientation and mobility shall be provided to blind individuals as determined by the eligibility and planning team, including a credentialed orientation and mobility instructor; and as specified in the individual's individualized education program; and shall meet the following requirements.

- (a) The person providing orientation and mobility instruction and services shall hold an orientation and mobility credential.
- (b) The number of blind individuals assigned to an orientation and mobility instructor shall not exceed eight (8) unless prior written approval has been given by the Superintendent of Public Instruction."

A medical form requesting specific information (on the following page) frequently provides the basis for planning educational assessment, instruction in orientation and mobility, and intervention materials and strategies. Soliciting this kind of information from the medical examiner is recommended.

Project HAPI

EYE MEDICAL REPORT

Date of Referral

_____ has been referred for consideration for special education programs and services for the visually impaired. Please complete this form as soon as possible.

STUDENT INFORMATION

Birthdate: _____ Address: _____

Parents/Guardians: _____ Phone: _____

EXAMINATION

Ocular History:

Diagnosis:

Acuity (if obtainable):

OD:

OS:

OU:

Method used to obtain acuity (ie., Lazy E, Snellen, etc.): _____

Characteristics: Permanent _____ Recurrent _____ Improving _____
Progressive _____ Communicable _____ Improvement not possible _____
Other _____

Medication Prescribed: _____

Activities Prohibited: _____

Visual Performance: (Check if applicable.):

No light perception__

No reflexive action present__

No measurable response to visual stimuli__

Demonstrates ability to:

Locate source of light__

Fixate__

Trace horizontally__

Vertically__

Distinguish forms or objects__

Muscle Function: Normal__ Abnormal__

Fusion__ Depth Perception__

Please include any information which may be helpful in assessing the developmental and visual efficiency of this student:

Thank you,

Signature

Date

1. Was assessment a planned team function?
2. Was more than one instrument used in assessment?
3. Was assessment adequate to identify problem(s)?
4. Was developmental and school history a part of assessment?
5. Was all pertinent data recorded and dated?
6. Were examiners competent in both oral and written skills of individual's primary language or mode of communication when those skills were necessary for conducting the assessment?
7. What areas (if any) need assessing, reassessing, or further assessing?
8. Were appropriate tools used to identify problems?
9. Were appropriate tools correctly scored, recorded and interpreted?
10. Has testing established student's:
 - a. Learning rate
 - b. Learning styles
 - c. Learning approaches
 - d. Present levels of function
11. Base goals and objectives on the results of tests. Consider:
 - a. Student's rate of learning
 - b. Appropriate learning modality
 - c. Appropriate approach
 - d. Where student is now
 - e. Specific annual goals
 - f. What student needs to do
 - g. By what time
 - h. Under what conditions
 - i. As measured by who/what
 - j. Materials, equipment, strategies in terms of objectives
 - k. Least restrictive environment
12. Has assessment established specific special education and related services needed?

Short-term instructional objectives

Jean Chapman
Project Coordinator

STEP 7. GOALS AND OBJECTIVES

The IEP committee must determine goals and objectives for an individual. In those instances in which numerous areas of need are indicated, the most critical one(s) for development and growth must be identified and listed. From this list appropriate, annual goals can be devised and written on the IEP form.

A goal is a statement of general aims toward which the individual strives. It is broad in describing a particular skill. Goals provide a general tenor or frame of reference. They are not specific in terms of task or activity, are not time referenced, and do not identify proficiency levels.

Examples of goals are:

1. "Improve Auditory Discrimination"
2. "Develop Attending Skills"
3. "Improve Written Expression"

An objective, in contrast to a goal, is specific, telling the reader exactly what the individual is to do to accomplish the goal. An objectives describes:

1. The specific observable behavior (the task that is to be done).
2. Under what conditions the task shall be accomplished.
3. Within what time the task shall be achieved.
4. With what degree of accuracy and/or at what level of proficiency the task shall be accomplished.

An example of a short-term instructional objective for the goal (improve auditory discrimination) could be:

"By June 1, 1979, student will show gain of at least 6 months on all auditory subtests of the Detroit Test of Learning Aptitude."

The IEP is concerned with the development of short-term instructional objectives which are written to an annual goal.

The goals and objectives are written at the same time, at least annually, by the IEP committee. At least one short-term instructional objective, and frequently more, is written for each goal. The number of objectives will be determined by the breadth of the goal and needs of the individual. The person responsible for establishing an instructional objective and the date it is established are recorded with each objective. If an established goal and/or objective needs to be altered, this revision must be accomplished by the IEP committee according to federal and state laws.

The IEP may well be the single most important provision of PL 94-142, since it is the written IEP which ultimately determines whether or not the education for an individual is indeed "appropriate" and "adequate."

The IEP committee, after having identified the strengths, needs, learning styles and learning rates of the individual, and, after having selected critical areas(s) for intervention, is charged with describing, in writing, the services to be delivered as well as the anticipated goals and objectives for the individual. The IEP must be written in the primary language of the parent(s)/guardian(s) using ordinary, understandable wording.

The "List of Educational Skills and Behaviors" on pages 41-41d are offered as guides in the selection of goals and objectives.

LIST OF EDUCATIONAL SKILLS AND BEHAVIORS

This list, which contains suggestions only and is open-ended, is intended as an aid in writing IEP goals and objectives.

I. Learning Style (the way in which a student learns)

- A. Visual: reading, using printed material.
- B. Visual: viewing visual aids (e.g., films, pictures, filmstrips, etc.).
- C. Auditory: listening to discussions, tapes and records.
- D. Motoric: doing--using manipulatives.
- E. Multisensory: employing all sensory input.
- F. Visual-motor: viewing and doing (e.g., writing, drawing and copying).
- G. Delayed responses, requires lengthened time to respond to stimulus.
- H. Abstract in approach (goes quickly to symbols and generalizations).
- I. Analytic (requires point by point analysis).
- J.
- K.
- L.

II. Learning Approach

- A. Practical minded; sees usefulness of certain learnings.
- B. Reflective; works best in quiet and independent study.
- C. Succeeds with short increment tasks (short attention span).
- D. Broad in coding, sorting ideas; uses a few broad categories for classifying and storing information.
- E. Precise in coding; uses fine distinctions and many precise categories.
- F. Efficient in retrieval skills.
- G. Flexible in ideas; adapts easily to suggestions and processes new information.
- H. Rigid in ideas; tends to be dogmatic.
- I. Analytic in outlook.
- J. Global in outlook; quickly formulates broad overview.
- K. Works best in group with thoughtful leader.
- L. Imaginative: utilizes hypothesizing and "brainstorming" effectively.
- M. Persevering: works at long-term assignments.

- N. Responsive to intrinsic rewards; learns for fun and curiosity.
- O. Delayed responses: requires lengthened time to respond to stimulus.
- P. Responds to concrete reinforcers.
- Q.
- R.
- S.

III. Academic

A. Reading

1. Emphasize decoding skills. Emphasize basic phonetic concepts.
2. Teach more advanced decoding skills (e.g., syllabication, suffixes and prefixes).
3. Expand sight vocabulary.
4. Emphasize comprehension skills.
5. Work on study techniques (skimming, finding key words, etc.).
6. Increase reading speed.
7. Encourage independent reading for enjoyment.
8. Dictionary skills.
- 9.
- 10.
- 11.

B. Spelling

1. Structure and teach handwriting:
manuscript____ cursive____.
2. Teach writing of words with phonetic spelling.
3. Teach writing of nonphonetic words.
4. Teach ways of adding suffixes, prefixes.
5. Teach skills of "chunking."
- 6.
- 7.
- 8.

C. Independent Writing

1. Teach phrase writing.
2. Teach sentence structure.
3. Teach paragraph structure.
4. Teach structure and organization for factual writing.
5. Teach creative writing.
- 6.
- 7.
- 8.

D. Mathematics

1. Concentrate on basic math facts.
 _____ addition _____ subtraction
 _____ multiplication _____ division
 _____ fractions _____ decimals _____ percentages
2. Work on transition from use of concrete objects as aid to working math problem.
3. Teach method of setting up math problem from a narrative.
(Combine with reading skills.)
4. Emphasize practical aspects of math skills (e.g., budgeting, banking).
- 5.
- 6.
- 7.

E. Auditory Skills

1. Improve auditory attention and focusing skills.
2. Improve auditory discrimination and sequencing skills.
3. Improve auditory memory skills.
4. Teach child to structure and to organize what he hears.
5. Improve ability to follow oral directions.
- 6.
- 7.
- 8.

F. Visual Skills

1. Improve visual discrimination and sequencing skills.
2. Improve visual memory skills.
- 3.
- 4.
- 5.

IV. Psychomotor Skills

- A. Provide gross-motor skill training.
- B. Provide training in body coordination.
- C. Improve eye-hand coordination.
- D. Improve concepts of laterality and directionality.
- E. Improve spatial concepts--body, concrete and abstract.
- F.
- G.
- H.

V. Oral Language: General Communication Skills

- A. Provide structured oral language activities.
- B. Work on expansion of vocabulary.
- C. Reduce errors of syntax and grammar.
- D. Provide assistance in structuring and organizing thoughts.

- E. Improve slurred enunciations.
- F. Build basic concepts.
- G. Refer to language/speech/hearing specialist.
- H.
- I.
- J.

VI. Prevocational/Vocational Skills

- A. Provide experiences to encourage self-directed activities/occupation.
- B. Improve ability to initiate tasks, play, activities, etc.
- C. Provide practical experience (e.g., in running errands, setting table, doing routine chores).
- D. Provide experiences that lead to remunerative work.
- E. Provide experiences in using leisure time profitably.
- F. Provide a program to increase efficiency in following system or program of work.
- G. Provide experiences to discuss current events, general news, sports, etc. with some continuity.
- H. Provide experiences and skills in money transactions.
- I. Provide opportunities to promote/engage in civic activities, etc.
- J.
- K.
- L.

VII. Social Adaptation/Emotional Development

- A. Improve relationships with peers.
- B. Develop techniques to aid in impulse control.
- C. Develop independence.
- D. Develop self-confidence.
- E. Develop awareness and acceptance of own limitations.
- F. Improve stability after a crisis.
- G. Modify verbal aggressions which lead to negative reactions.
- H. Improve ability to distinguish between acceptable and nonacceptable techniques of manipulating people.
- I. Develop ability to accept criticisms as necessary to improvement.
- J. Develop ability to accept consequences of one's acts.
- K. Develop ability to participate in activity with another child (or children).
- L. Improve ability to forget grudges and forgive others.
- M.
- N.
- O.

VIII. Self-Help Skills

- A. Build concepts of appropriate response to hazardous situations.

- B. Build skills for independent self-care (e.g., toileting, dressing, eating, bathing, grooming, etc.).
- C. Provide experiences to develop ability to move about environment independently (e.g., room, yard, neighborhood, town, distant places, etc.).
- D. Develop ability to use telephone.
- E. Build skills in caring for own health.
- F. Develop skills to assume personal responsibility, stressing judgment and foresight.
- G. Improve ability to handle money expenditures.
- H. Improve social skills (e.g., sharing, performing for others, etc.).
- I.
- J.
- K.

STEP 8. SELECTION OF INTERVENTION MATERIALS

A wide variety of current commercial materials containing logical increments of development for implementing the goals and objectives in the IEP are available. A matrix describing such materials is found in part III of this handbook. The special education teacher/specialist must necessarily select and adapt those materials, and devise functional techniques and strategies which will ultimately determine whether or not the education is "appropriate" and "adequate" for each individual student.

To select instructional materials, programs and strategies prudently requires that judgments be based on assessment data related directly to the goals and objectives of the IEP. The Assessment Analysis form provides a guide for choosing these instructional resource possibilities.

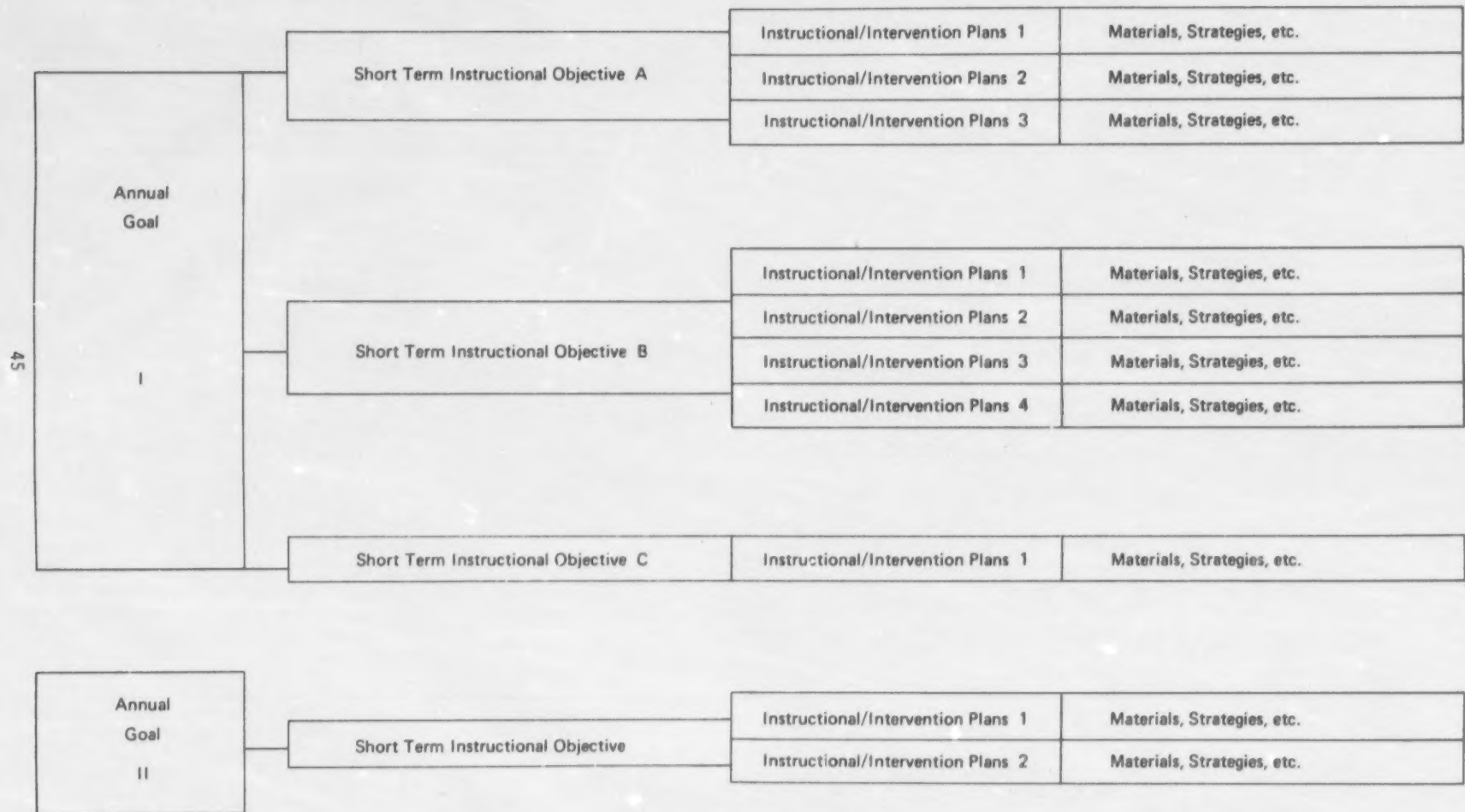
Special education teachers/specialists of the individual are charged with developing and periodically reviewing the activities for each individual. This implies a documentation of intervention strategies and media needed to accomplish the goals and objectives written on the IEP. To aid in such planning the matrix in part III of this handbook lists commercial intervention materials. Following the matrix, a section containing a collection of unpublished instructional techniques and materials is included.

Periodic informal reviews with parents monitoring student progress and achievement should occur and be documented. The diagram on the following page illustrates, in a schematic fashion, the relationship between goals and objectives and the relationship between the IEP and the planned intervention by the person responsible for establishing and implementing the goals and objectives.

A SCHEMATIC PLAN FOR DEVELOPING IEP GOALS AND OBJECTIVES

Individualized Education Program
Planned and written, at least annually,
in E&P committee

Instructional and Intervention Plans
Planned and written at intervals by responsible teacher/
specialist. Committee and approval not required.



STEP 9. THE E&P COMMITTEE MEETING

The coordinator of the assessment team will have assigned duties in establishing time-lines, planning and documenting assessment, coordinating team responsibilities and scheduling the E&P meeting as determined by the local educational agency. Procedures differ in Master and Non-Master Plans but must comply with federal and state laws.

Federal and state laws have given parents the right to participate in the development of the IEP as decision makers on an equal basis with every other assessment team member. This right means that the IEP is not written prior to the meeting but it does not prevent members from having written suggestions ready. Where assessment has resulted in confusing or inconclusive data, or when previous school records are unavailable, it is appropriate to schedule more than one meeting to develop the IEP, including all required participants. Such a meeting was indicated for the fictitious student, Pat Collins. The goals of such a meeting to which the parents are invited to participate, are:

1. To summarize the outcomes of assessment.
2. To define specific learning needs.
3. To consider eligibility criteria based on state regulations.
4. To determine time and place for the team meeting to write the IEP and determine eligibility.
5. To prepare and deliver parental notification of the IEP committee.

When a meeting as described above occurs, a written report of the meeting should be delivered to the parents. Such a report form, one blank and one completed, for Pat Collins can be found on the following pages.

The writing of the IEP is the task of a multidisciplinary team, which includes the parent and certain required team members (see appendix B). This meeting is for the express purpose of writing the IEP for a student entering or continuing in special education based on assessment outcomes. Certain decisions must be made:

1. Define present levels of function.
2. Establish eligibility for special education services.
3. Determine and state annual goals based on assessment data.
4. Determine placement options based on placement procedures specific to Master Plan or Non-Master Plan districts.
5. Decide appropriate placement, related services, the extent to which a student will participate in regular education and what support/ancillary services may be needed.
6. Develop short-term instructional objectives for each annual goal.
7. Obtain written parental consent for placement.

In the event a student does not require special education services, a statement of disposition is prepared by the team. This statement sets forth the reason for the team's decision and forwards it to the referral source.

Finally, arrangements are made to place the student as determined by the team. These arrangements could include transportation, preparation of receiving teacher and class members; and, where appropriate, a gradual phase-in plan to assist the student in making the transition to new placement.

The assessment committee, whether SAT, EAS or E&P, to insure effective and efficient functioning at the IEP committee needs to establish specific procedures for committee functioning. This could include the preparation of an agenda, appointing one team member to act as recorder and actually complete the writing of the IEP at the meeting and determining the team member to chair the meeting to keep it on target.

The completed IEP for the fictitious Pat Collins can be found on page 53. In this case, the specific special education to be provided was a resource room for the visually impaired. When instruction in orientation or mobility is a related service, those goals would appear on an IEP such as this, even though the person responsible for establishing the goals and objectives is someone other than the teacher. All goals, regardless of the person or source responsible for implementation, appear on one IEP. At no time does one child have more than one IEP.

Additional model IEP's for the visually impaired appear in appendix A.

ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION

Date _____ Name _____

School _____ Grade _____

Dear _____:

A request has been received by the Eligibility and Planning Team (E&P) to meet on

_____ at _____^{a.m.}
_____ ^{p.m.} located at _____
(date) (time) (place)

(date)

(time)

(place)

for the reasons listed below:

1. Proposed action: _____

2. Reasons for proposal: _____

3. Options considered: _____

4. Reasons for rejection of options: _____

5. Assessment procedures used: _____

6. Records considered: _____

7. Other factors: _____

Your presence is requested at this meeting. *You must notify this office if you do not plan to attend.*

You may wish to invite one of the following to this meeting to represent your child and/or provide additional information that could aid the committee: i.e., social worker, teacher, psychologist, optometrist or teacher. If you do so wish, please complete the section below. Only the person(s) you have authorized may participate in this meeting. It is important that you understand that the district DOES NOT have authorization or funds to pay you or your representative(s) at this time.

I give my consent for the following to attend the E&P meeting and authorize them to speak in behalf of my child:

Name _____ Address _____

Relationship to student _____

Name _____ Address _____

Relationship to student _____

I/we, the parent(s)/guardian(s) of the above student WILL _____ WILL NOT _____ attend the meeting.

Parent/guardian signature *Date*

Parent/guardian signature *Date*

Please sign the above statement and return to:

Thank you.

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ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION

FICTITIOUS

Date September 15, 1977 Name Pat Collins
 School Harding Grade 1

Dear Mr. and Mrs. Jack Collins :

A request has been received by the Eligibility and Planning Team (E&P) to meet on

September 20, 1977 at 3:00 ^{PM} p.m. located at Harding School--Instructional Center
 (date) (time) (place)

for the reasons listed below:

1. Proposed action: To meet and determine specific special education services and to develop an individualized education program for Pat.
2. Reasons for proposal: Based on results of previous records and current assessment, special education is indicated for Pat.
3. Options considered: Visually Impaired Resource Room with services from the resource teacher with enrollment in a regular class.
4. Reasons for rejection of options: The resource room provides the least restrictive environment and permits Pat to obtain the special education and materials she needs.
5. Assessment procedures used: Procedures used were those for which you gave informed written consent.
6. Records considered: The eye report from Dr. Towle indicates Pat is legally blind. Reports from the Highlands School for Exceptional Children have been received and considered.
7. Other factors: The need for individualized materials and special equipment have been considered.

49b

73

Your presence is requested at this meeting. *You must notify this office if you do not plan to attend.*

You may wish to invite one of the following to this meeting to represent your child and/or provide additional information that could aid the committee: i.e., social worker, teacher, psychologist, optometrist or teacher. If you do so wish, please complete the section below. Only the person(s) you have authorized may participate in this meeting. It is important that you understand that the district DOES NOT have authorization or funds to pay you or your representative(s) at this time.

I give my consent for the following to attend the E&P meeting and authorize them to speak in behalf of my child:

Name _____ Address _____

Relationship to student _____

Name _____ Address _____

Relationship to student _____

I/we, the parent(s)/guardian(s) of the above student WILL _____ WILL NOT _____ attend the meeting.

Parent/guardian signature Date

Parent/guardian signature Date

Please sign the above statement and return to:

Ms. Lois Brown

Harding School, Hardwater CA 98356

Thank you.

Lois Brown

49c

Project HAPI

CHECKLIST FOR EVALUATING THE IEP

All items on the HAPI IEP form require a response.

____ 1. Personally identifiable information legible and accurate.

- ____ a. Student name
- ____ b. Birthdate
- ____ c. Chronological age
- ____ d. Personal identifier
- ____ e. Sex
- ____ f. Number previous years enrolled in school
- ____ g. Date of initial enrollment in special education
- ____ h. Grade
- ____ i. Date of meeting
- ____ j. Parents
- ____ k. Phone
- ____ l. Address
- ____ m. Native language of pupil, and
- ____ n. How determined
- ____ o. Native language of home
- ____ p. School district of residence

This information may be completed on IEP prior to E&P meeting.

E&P chairperson should confirm accuracy of this information prior to IEP consideration, decisions and writing of IEP in committee.

____ 2. Indicate present levels of function (state "age appropriate" where no need exists. Where needs exist, use statement rather than test scores).

- ____ a. Communication/language
- ____ b. Academics
- ____ c. Social adaptation/emotional development
- ____ d. Prevocational/vocational skills
- ____ e. Self-help skills
- ____ f. Learning Style (Modality)
- ____ g. Learning approach
- ____ h. Health status

See suggestions in handbook.

These items may be completed prior to writing of goals, objectives, programs and services needed, when more than one planning meeting is indicated. This information should be available from assessment analysis compilation.

____ 3. Annual goals based directly on assessment findings state general aims.

- _____ 4. Short-term instructional objective(s) written fulfill each annual goal. Specify time, observable behavior, evaluation conditions and criteria.
 - _____ a. Document person responsible for implementing (not mandated but recommended).
 - _____ b. Date objective established.
- _____ 5. Rationale for placement (statements require specificity and must reflect all areas of need).
 - _____ a. Functional description describes educational need(s) in understandable language.
 - _____ b. Specific special education to be provided--designates specially designed programs based on goals, including special physical education and/or vocational programs.
 - _____ c. Related services to be provided describes additional services required to fulfill goals and objectives.
 - _____ d. Special material/equipment to be provided by school district to meet goals and objectives.
 - _____ e. Provision(s) for possible transition into regular class placement permits flexibility to move toward least restrictive environment.
 - _____ f. Rationale for least restrictive environment gives reason for recommended placement.
- _____ 6. Establish (for this IEP implementation) specific:
 - _____ a. Teacher
 - _____ b. School
 - _____ c. Special program
 - _____ d. Date of initial enrollment in special education.
 - _____ e. Project date of placement (note exception).
 - _____ f. Anticipated date of placement.
 - _____ g. Career/vocational education program
 - _____ h. Extent of regular class placement (percent of time on weekly basis).
 - _____ i. Physical education program
- _____ 7. Secondary level graduation requirements.
- _____ 8. Determination of extended school year services (specificity need).
- _____ 9. Participating IEP committee members (in attendance) signature and date, document the statement of compliance with legislation in referral, assessment, IEP development and special education placement processes.
- _____ 10. Written parental consent to placement as specified documented.
- _____ 11. Informed voluntary acknowledgement of receipt and understanding of rights and protections documented.
- _____ 12. IEP is legible in entirety.

INDIVIDUALIZED EDUCATION PROGRAM

FICTITIOUS

Student Pat Collins BD 6-28-70 CA 7-3 Date of Meeting September 20, 1977
Personal Identifier SS #: 381-92-4609 Sex Female Parents Jack and Judy Collins Phone 491-0327
Teacher L. Brown No. Yrs. Enrolled in School _____ Grade 1 Address 62 North First, Columbus
School Harding Special Program Visually Impaired Resource Room Native Language English How Determined Parent report.
Date of Initial Enrollment in _____ *Projected Date of Placement 10-1-77 Anticipated Duration of Placement 1977-78 Native Language English School District of Residence Hardwater USD
Career/Vocation Education Program Development of socialization skills.
Extent of Regular Class Placement 50 % P.E. P.E. with special Functional description of handicap: Legally blind. Light perception only. See attached eye report.

RATIONALE FOR PLACEMENT

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Age appropriate.

Academics: Reads three letters of Braille alphabet. Counts by rote to 20. Counts 1:1 correspondence through six.

Social Adaptation/Emotional Development: Rejects peer interaction--accustomed to being dependent on adults.

Psychomotor: Tactile discrimination; explores and identifies through tactile sense.

Prevocational/Vocational Skills: Age appropriate.

Self-Help Skills: Takes off and puts on sweater.

Learning Style (Modality): Auditory; kinesthetic.

Learning Approach (e.g., reflective, persistent, etc.) Rejects new activities initially. Needs encouragement to interact.

Health Status: Frequent absences; evaluations by dentist and ophthalmologist have been scheduled by parents.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): No delay.

Specific special education to be provided: Enrollment in regular class; services provided by on-site resource teacher in resource room for visually impaired.

Related services to be provided: Transportation.

Special material/equipment to be provided: Braillewriter and paper. Manipulative objects for math. Shelf for materials. Braille texts. Mangold Developmental Program.

Provision(s) for possible transition into regular classroom program: Integration into regular classroom to be adjusted according to progress of student. Resource teacher and regular class teacher will determine when further regular class placement can be made.

Rationale for Least Restrictive Environment: Development of social skills takes place best in regular class. Variety of students can be used as "assistants." Physical education with the special class teacher is indicated.

Student Pat Collins FICTITIOUS

Page 2 of 3

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^{XX} sign below:

Date

Jack Collins 9-20-77
Parent/designee signature

Judy Collins 9/20/77
Parent/designee signature

Student signature

Robert J. [Signature] 9-20-77
Special education administrator/designee signature

R. Hastings 9/20/77
Regular education teacher signature

D. Stinson 9/20/77
*School psychologist signature

*Language, speech, and hearing specialist signature

[Signature] 9-20-77
School nurse signature

XX L. Brown 9-20-77
Special education teacher signature

Interpreter signature

* Report Attached (8-30-76)

Other signature (specify) LICENSED SURGEON/PHYSICIAN

Other signature (specify)

*Has evaluated pupil

^{XX}Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Requirements to be set forth at time of entrance to secondary-level receiving student at completion of elementary level.

Determination of extended school year services (CAC 3306(e)):

Extended year services will be determined at the annual review scheduled for May 1978, to determine need for summer school session June-July 1978 for Pat.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Visually Impaired Resource Room

Specified Special Education Placement

Jack Collins 9-20-77
Parent/designee signature Date

Judy Collins 9/20/77
Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Jack Collins 9-20-77
Parent/designee signature Date

Judy Collins 9-20-77
Parent/designee signature Date

53a

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
I. Develop tactile discrimination skills. II. Develop beginning literacy Braille skills. III. Improve math concepts. IV. Develop independence in dressing skills. V. Improve peer relationships.	Specify time, observable behavior, evaluation conditions, and evaluation criteria. A. By May 1, 1978, Pat will correctly identify all shapes in a raised line skills book. Person responsible <u>L. Brown</u> Date established <u>9-20-77</u>	Date _____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	A. By May 1, 1978, Pat will read and write the Braille alphabet with 90% accuracy, using teacher-made Braille skills assessment. Person responsible <u>L. Brown</u> Date established <u>9-20-77</u>	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	A. By May 1, 1978, Pat will correctly count 25 objects in 1:1 correspondence. Person responsible <u>D. Hastings and L. Brown</u> Date established <u>9-20-77</u>	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	A. By May 1, 1978, Pat will take off and put on socks independently at all appropriate times. Person responsible <u>L. Brown</u> Date established <u>9-20-77</u>	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	A. By May 1, 1978, Pat will willingly speak to five peers in the regular classroom in the course of three days, without turning head and body away. Person responsible <u>D. Hastings and L. Brown</u> Date established <u>9-20-77</u>	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible _____ Date established _____	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed

STEP 10. IMPLEMENTING THE IEP

The IEP shall be implemented as soon as possible but no later than 20 school days after written parental consent to placement has been obtained. No IEP can be implemented without written parental consent to placement. An exception to this 20 day time requirement, where an appropriate placement cannot be made within this time, the reason for the delay and a projected date for placement shall have been stated in the IEP.

Each school district is charged with making the school climate receptive to the child. Ongoing measurement of progress is imperative. As changes take place they should be measured or observed and recorded. To make effective program decisions, progress should be monitored frequently and changes should be made whenever it is evident that student progress differs from the anticipated rate. Written district policies and procedures provide for the personnel responsible for and the manner in which the implementation is followed and monitored. These procedures include the process for a teacher to follow in obtaining a special review of the appropriateness of a child's placement.

In the event a student transfers into a district from another district in which he had special education placement or services, the administrator may place the child in a comparable placement for 30 days, even without complete documentation. However, before this period has expired the placement must be reviewed by the assessment team and a final recommendation shall be made according to law.

FICTITIOUS

Project HAPI

Instructional and Activity Plan

Student Pat Collins BD 6-28-70 CA 7 School Harding Teacher Brown/Hastings Date Enrolled 9-20-77 Date 10-10-77
 Person Responsible Brown/Hastings Learning Style Auditory; Kinesthetic Learning Approach Rejects new activities; needs encouragement.

Annual Goals	Short-Term Instructional Objectives	Instructional Objectives	Intervention Materials/Activities	Monitoring/Reviewing of Objectives
I	A	1. By December 15, 1977, Pat will identify two-out-of-six shapes in a raised line skills book.	Santa Rosa Skills Book Touch and Tell Tactile Discrimination Worksheet Teacher Selected Manipulative Objects	Date ____ Achieved ____ Reviewed ____ Revised ____ Parent Informed
II	A	1. By December 15, 1977, Pat will read and write 12 letters of the Braille alphabet, using teacher-made Braille skills assessment.	Mangold Developmental Program Teacher-Made Worksheets Smart Fingers	
III	A	1. By October 30, 1977, Pat will count ten objects in 1:1 correspondence. 2. By October 30, 1977, Pat will count 15 objects in 1:1 correspondence.	Cubes, Pegs, Sticks and Variety of Manipulative Objects for Counting. Counting Frame Braille Edition, Math Around Us, I	
IV	A	1. By December 15, 1977, Pat will take off socks independently and put on socks over heel with teacher assistance.	Student's Shoes and Socks Activities Appropriate for Bare Feet to Provide Opportunities to Take Off and Put On Socks	
V	A	1. By December 15, 1977, Pat will willingly speak to two peers in the regular classroom in the course of five days without turning head and body away.	Happy Face Awards for Speaking to Peers Chart at Home to Reinforce Happy Face Awards Regular Classroom Teacher Assistance in Providing Small Groups for Positive Interaction	

STEP 11. REVIEW OF THE IEP

The IEP must be reviewed at least annually or sooner if requested by a parent or a teacher, or if a pupil's placement or programming is to be changed or terminated (CAC 5 3307). A full assessment is not required for a review. However, such an assessment is mandated at least every three years that a student remains in a special education placement.

A review is necessary to determine if a pupil's progress is reasonable, and for making decisions about modifying services, program or placement changes. Annual goals and objectives must be based on what the student can do currently, what the overall development needs to be and how the pupil should be able to function at the end of the education program. To accomplish this, a new IEP is written in committee for a period of no longer than a year. The E&P committee reviewing the IEP always includes the parent and school personnel as appropriate according to federal laws and to state regulations pertaining to Master and Non-Master Plan districts.

PART II
ASSESSMENT

ASSESSMENT MATRIX A

Some of the determinations assigning appropriate areas of function for listed assessment tools was subjective, since it is difficult to isolate and designate categories other than in a somewhat general sense. Consequentially, this matrix is designed to be used as a guide and the reader is encouraged to obtain further definitive information.

An empty matrix form is provided following the listed assessment tools for the inclusion of additional instruments that the reader may wish to record.

ASSESSMENT MATRIX A

BR - available in Braille
LP - available in large print

ASSESSMENT TOOL

*Includes listening skills, mobility, concepts & skills, visual efficiency training.

	Learning Style	Academics	Psychomotor *	Language	Prevocational/ Vocational Skills	Social Skills	Self Help
<u>Alive..Aware..A Person</u> , Assessment Section		X	X	X		X	X
Basic Concepts and Abilities		X	X	X			
Basic Information Sheet					X	X	
Behavioral Characteristics Progression (BCP)		X	X	X	X	X	X
Blind Learning Aptitude Test (BLAT)	X		X				
Body Image of Blind Children			X	X			
Braille Code Recognition BR		X					
Braille Reading Readiness Skills		X					
Brigance Inventory of Basic Skills	X	X	X	X			
Brown-Carlson Listening Comprehension Test			X				
Colorado Braille Battery BR		X					
Development of Body and Sensory Awareness for the Visually Impaired			X	X			
Diagnostic Reading Tests BR/LP		X					
Frostig Developmental Test of Visual Perception			X				
Gordon Occupational Checklist BR					X		
Handwriting Sample			X		X		
Individual Checklists for Young Visually Impaired Children			X			X	X
Interest Inventory LP					X	X	
Iowa Tests of Basic Skills BR/LP		X		X			
Key Math		X					
Kuder Preference Record BR/LP					X	X	

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor *	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Learning Styles Checklist	X				X		
Listening to Learn			X				
Maxfield Social Maturity Scale for Blind Children				X		X	X
Measures of Educational Outcomes		X	X		X	X	
Optacon Reading Assessment		X					
Pre-Academic Behaviors and Skills Checklist	X	X	X	X	X	X	X
Pre-Braille Readiness		X					
Record of Visual Functioning	X		X		X		
Roughness Discrimination Scale			X				
Script Writing for the Blind			X		X		
Sequential Tests of Educational Progress (STEP)		X					
Visual Efficiency Scale			X				
Visual Functioning (Jane Stanley)			X				
Visual Functioning Guide			X				
Wide Range Achievement Test (WRAT) LP		X					

ASSESSMENT MATRIX A

[illegible]

ASSESSMENT MATRIX B

The assessment tools in this matrix are the same as those listed in the preceding matrix and are arranged in the same order. It should be noted that some of the tests offer suggestions for procedures and materials for consideration in designing intervention.

For the purposes of this matrix criteria referenced instruments are reference tests and refer to those tools which are intended to measure a subject's development of particular skills and his personal levels of mastery. No comparison to peer population is considered in these reference tests.

Norm referenced tests, on the other hand, yield information concerning a subject's performance within a given population, emphasizing his relative standing as compared to that of his peers.

Additional matrix space is available following the author's compilation for recording information regarding the tools the reader may have added to Matrix A.

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Alive-Aware-A- Person: Assessment Sections	Includes assessment of motor, language, self-concept, cognitive, and sensory/perceptual skills.	Observation checklist of behaviors. One-to-one administration. Sequential development checklists according to age or functioning level.	on-going	Ages 3 - 10	X		Rosemary O'Brien
Basic Concepts and Abilities	Determines needs for learning of concepts such as size, weight, texture which are preliminary to academic learning.	One-to-one administration according to observation of behavior. Verbal or manual response.	on-going	Pre-school-grade 6 or according to abilities.	X		HAPI Handbook
Basic Information Sheet	Gives overview of abilities and interests of visually handicapped students.	Verbal response to verbal questions. Should remain part of cumulative folder.	20 minutes	Grades K - 12	Informational		HAPI Handbook
Behavioral Characteristics Progression (BCP)	Progression of observable behaviors. Covers self-help, language, social adaptation, etc. Strong on self-help skills.	Observation of students' behaviors. One-to-one administration. On-going evaluation tool.	on-going	Grades K - 12 according to functional level of child.	X		VORT Corp.

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Blind Learning Aptitude Test (BLAT)	Learning quotient derived. Includes differences, proportion, completion, pattern completion using tactile stimuli. Must have good tactile discrimination skills.	One-to-one administration. Verbal directions given. Tactile stimuli. Student points to correct response.	Approx. 60 minutes	Age 5 - 21		X	Dr. E. Newland
Body Image of Blind Children	Assesses body image, body movement and gross motor skills.	Verbal directions given to child. Observation of response behavior.	30 minutes	Preschool - Grade 3 or according to ability	X		HAPI Handbook
Braille Code Recognition	Assesses recognition of Braille contractions on increasingly difficult scale.	Verbal response required from Braille form. One-to-one administration.	Varies; more than one session required.	Grades 1 - 12 according to Braille ability.	X		American Printing House for the Blind (APH)
Braille Reading Readiness Skills	Assesses ability of student in Braille reading readiness by sequential scale.	Checklist form completed from observation of student. One-to-one administration.	on-going	According to Braille ability of student.	X		HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Brigance Inventory of Basic Skills	Assesses all academic areas with criteria and objectives written for each task. Large print throughout.	One-to-one administration. Verbal and written response	30 minutes More than one session required.	K - 6	X		Curriculum Associates, Inc.
Brown-Carlsen Listening Comprehension Test	Measures listening comprehension skills. Includes immediate recall, following directions, recognizing transitions, and lecture comprehension.	Written response to auditory stimuli. Administered orally. Group administration. Answer sheets may be adapted to large print or Braille.	60 minutes	Grades 9 - college		X	Harcourt, Brace & World, Inc.
Colorado Braille Battery	Measures Braille skills in Grade I and Grade II Braille. Seven tests measure literary braille; four measure Nemeth Code.	One-to-one or group administration. Subject marks test booklet after verbal directions.	45 minutes per test	Grades 1 - 12 according to Braille ability		X	American Printing House for the Blind (APH)
Development of Body and Sensory Awareness for Visually Impaired Assessment Sections	Includes checklists of body image, basic concepts, motor development, and pre-cane skills.	Observation of behavior. One-to-one administration. Checklists efficiently organized and easy use.	on-going	Preschool - Grade 12	X		Jim Meeks

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Diagnostic Reading Tests	Measures word recognition, comprehension, vocabulary, and independent level of reading.	Verbal response to written stimuli. Group administration. Available in braille as well as large print.	varies	Grades 1 - 12		X	American Printing House for the Blind (APH)
Frostig Developmental Test of Visual Perception	Assesses visual functioning and behavior with visual perception items as basis.	Motor and written response to written and verbal stimuli. One-to-one administration.	varies	Has been used with partially sighted students. Ages 3 - 8	X		Consulting Psychologists Press
Gordon Occupational Checklist	Assesses activities of interest to individual: career guidance. Includes areas of business, outdoor, arts, technology and service.	Activities of interest are circled by student. Group or individual administration.	30 minutes	Grades 7 - 12	X		Santa Cruz County Office
Handwriting Sample	Provides way to analyze needs in handwriting.	Verbal directions given. Writing required.	30 minutes	Grades K - 12	X		HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Individual Checklists for Young Visually Impaired Children	Includes functioning in self-help, sensory motor and social adaptation areas.	Observation of behavior. One-to-one administration.	on-going	Ages 3 - 8	X		HAPI Handbook
Interest Inventory	Assesses interests and future plans of individual. Many areas of need can be determined by inventory.	Written response to written stimuli. Can be adapted to Braille. Good to administer when new student enrolls.	30 minutes	Ages 10-18	Informational		HAPI Handbook
Iowa Test of Basic Skills	Measure functioning in all academic areas except map reading. Very comprehensive test.	Written response to written and verbal stimuli. Group administration.	315 minutes in four sessions	Grades 1 - 9		X	American Printing House for the Blind (APH)
Key Math	Measures levels of math concepts and operations.	Verbal response with some written response. One-to-one administration. Bold print used in booklet. Response sheet adaptable to large print.	30 minutes	Grades K - 8		X	American Guidance Services

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Kuder Preference Scales: Personal and Occupational	Indicates interest in broad areas rather than specific occupations. Helpful inventory in counseling for careers or recreational activities.	Group administration. May be given orally, Braille or large print. Subject chooses between three items.	Approx. 60 minutes per test	Grades 9 - 12	X		Perkins
Learning Styles Checklist	Quick assessment to determine learning style strengths and weaknesses.	Observation of behavior. One-to-one administration.	30 minutes	Grades K - 12	X		HAPI Handbook
Listening to Learn	Includes assessment of listening for details, sequence, word meaning and main idea. Step-by-step sequences of objectives.	Verbal or written response to verbal stimuli. One-to-one administration.	varies	Grades 2 - 12	X		Clearinghouse Depository for Handicapped Students (CHHS)
Maxfield Social Maturity Scale for Blind Children	Assesses social development from physical responses (reaching, pulling up, etc.) to self-care and play behaviors.	Observation of behaviors or by interview with parents. One-to-one administration.	varies	Grades 0 - 6 years or dependent on functional level of child.	X		American Foundation for the Blind (AFB)

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Measures of Educational Outcomes	Quick assessment of skills acquired by elementary school VII students.	Observation and assessment of behavior serves as guidelines for skills acquisition.	on-going	Grades 3 - 8	X		HAPI Handbook
Optacon Reading Assessment	Sequential skill acquisition of Optacon readers developed by makers of Optacon.	Observation and verbal stimuli. Checklist to monitor skills of student.	on-going	According to optacon ability	X		Tele Sensorv Inst. (TSI)
Pre-Academic Behaviors and Skills Checklist	Assesses skills in academic, social and psychomotor areas of pre-school students.	Observation of student or parent report. Easy to use quick assessment for developing objectives for pre-schoolers.	30 minutes	Ages 3 - 8	X		HAPI Handbook
Pre-Braille Readiness	Assesses skills necessary for efficient Braille reading.	Teacher-completed checklist according to observation of student. Can be used to develop objectives for young Braille students.	15 minutes	According to Braille ability K - 3	X		HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Record of Visual Functioning	Quick assessment of how student uses residual vision. Used for identifying visual needs of students. Includes needs of student in classroom.	One-to-one administration. Observation of student's visual functioning by teacher.	30 minutes on-going observation	K - 12	X		Rose-Marie Swallow
Roughness Discrimination Scale	Measures development of ability to use hands in coordinated fashion for tactile discrimination.	Verbal directions given by examiner. Tactile stimuli and verbal response by student.	20 minutes	Grades K - 1 or according to braille readiness needs	X		American Printing House for the Blind (APH)
Script Writing for the Blind	Quick assessment of handwriting needs of blind students. Sequential skills useful for objective development.	Observation of student's writing. Written response to verbal stimuli.	on-going	K - 4	X		HAPI Handbook
Sequential Tests of Educational Progress (STEP)	Includes reading, math, listening. Norms for blind students in grades 4 - 6.	Written response required. Group or one-to-one administration.	60 minutes per test	Grades 4 - 12		X	National Assoc. for Visually Handicapped (Large Print) American Printing House for the Blind (Braille)

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Visual Efficiency Scale by Natalie Barraga	Assesses functioning of visual behaviors and responses to items increasing in complexity. Size, detail, interpretation of visual stimuli included.	One-to-one administration. Subject points and marks on response sheet with pencil. Verbal instruction given by teacher.	20 minutes	Grades K - 12	X		American Printing House for the Blind
Visual Functioning	Comprehensive checklist of visual functioning of low functioning VH students.	Observation of tasks given according to function being assessed.	60 minutes	Multi-handicapped at all levels.	X		Jean Stanley
Visual Functioning Guide	Purpose is to communicate visual needs of VH students to classroom teacher.	Observation of use of residual vision.	20 minutes	Grades K - 12	X		HAPI Handbook
Wide Range Achievement Test (WRAT)	Achievement test covers reading, spelling, math. Grade levels derived from results.	One-to-one administration. Written response to written and verbal stimuli. May be adapted to Braille. Available in large print.	20 - 30 minutes	Grades K - 12		X	American Printing House for the Blind

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	

*Source: See Appendix for vendor's address

ASSESSMENT TOOLS:
Unpublished/Informal

Unpublished and informal tests which have been an aid to special education teachers/specialists for the purposes of writing IEP's, IIP's and preparing for annual reviews are included in this section. These tools provide a realistic approach to the problems faced by teachers/specialists in schools where there is a limited selection of tests. The reader will find that many of the tests included are useful guides in promoting awareness of select strengths and needs which may require further testing or more in-depth intervention.

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ASSESSMENT TOOLS: UNPUBLISHED/INFORMAL

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ASSESSMENT OF LEARNING STYLES
AS APPLIED TO VISUALLY IMPAIRED CHILDREN

Although most visually impaired students exhibit behaviors which indicate auditory strength in learning, it cannot be assumed that all visually impaired students will be auditory learners, especially in the case of partially sighted students. The following checklist is designed to be used by teachers when doing classroom or resource room observation. The teachers who work with the student may emphasize approaches and materials directed toward the student's learning style, but it is wise to provide opportunities for him to use other modes of learning.

In the case of many partially sighted and some legally blind students, visual learning has not been emphasized. Given the opportunity to use their residual vision and to utilize materials which provide visual training, these students may show more interest and ability in visual tasks.

In the case of all visually impaired students, including the totally blind, a multi-sensory approach to learning may be considered and may prove to be a very effective technique.

Source: Michele Chabot
Santee School District

BASIC CONCEPTS AND ABILITIES*

INTRODUCTION

Basic concepts refer to the primary impressions a youngster obtains of his environment through utilizing his senses. These concepts (size, texture, weight, etc.) become more meaningful when he has the capacity or ability of relating them to his surroundings through his identifying, describing, grouping, etc. To acquire these basic concepts the visually impaired student needs to be exposed to a variety of experiences and activities related to his home, school and community.

A basic check list is provided at the beginning of this section to be used as a pre and post test. This will serve as a quick reference for the teacher in determining the youngster's needs. Once the needs are assessed an individualized program should be planned.

The charts provide a few examples for presenting each concept. They are meant to be a stepping stone from which you develop further activities.

Materials and references have been included for each concept with space for additional entries.

Source: David Ziff, et. al.
from "A Curriculum Guide for the
Development of Body and Sensory
Awareness of Visually Impaired"

DEFINITIONS OF ABILITIES

Note: These definitions have been provided for a quick reference point in differentiating the various abilities.

Identify: ability to know or recognize an object

Describe: to represent the features of

Label: paper card affixed to anything denoting its content, nature, ownership, etc.

98 Group: number of persons or things near, placed or classified together

Sort: to put into order persons or things having same qualities

Order: sequence; to systematize

Copy: an imitation of an original

Pattern: a model, example or guide to imitate

Contrast: to bring out differences

Reference: Webster's Encyclopedia of Dictionaries. Edited by John Gage Allee.
U.S.A.: Ottenheimer Publishers, Inc., 1970

BASIC CONCEPTS CHECKLIST

SIZE	small	large	smaller	larger	longer than	shorter than	inches	feet	yard	mile	length	block
SHAPE	round	square	triangle	flat	irregular	oval						
TEXTURE	rough	smooth	soft	hard	dry	wet	warm	cool	hot	cold		
COLOR	names	shades	tints	bright	dull	glossy	light	dark	primary	secondary	tertiary	
WEIGHT	light	heavy	medium	pound	ounce	gram	ton	liquid measure				
LOCATION	classroom	bedroom	home	school	street	sidewalk	driveway					
USE	cleaning tools	wearing items	edibles	playing items	cooking utensils	bedtime items						
POSITION	low	high	up	down	in front	between	next to	across from	on	over	near	far
	distance of	footage	left	right								
MOVEMENT	can be moved	is moving	stationary	fast	slow	quick	jerky	smooth	running	skipping		
TIME	hours	minutes	seconds	weeks	days	months	years	morning	day	afternoon	night	
SOUNDS	loud	soft	harsh	high	low	pitch	frequency					
TASTE	sweet	sour	bitter	bland	salty	spicy						
ODOR	sweet	sour	spicy	stale	fresh							

CONCEPTS	ABILITIES								
	Identify	Describe	Label	Group	Sort	Order	Copy	Pattern	Contrast
Size									
Shape									
Texture									
Color									
Weight									
Location									
88 Use									
Position									
Movement									
Time									
Sounds									
Taste									
Odor									

BASIC INFORMATION SHEET
Visually Impaired Students

Name _____ Date _____
Birthdate _____ Telephone _____
Address _____
Parents' names _____
Parents' occupations _____
Last eye exam _____ Ophthalmologist _____
Legally blind/partially sighted _____ Visual Acuity: _____
Glasses or lenses _____
Magnifiers _____
Strain? _____
Field of vision _____
Eye drops? _____
Medication? _____
Mobility skills:
 Indoors _____
 Outdoors _____
Orientation _____
PE experiences _____
Typing? _____
General academic ability _____
 Shop? _____
 Art? _____
Favorite subjects _____
Interests _____
Attitudes toward impairment _____

Visually Impaired Students
Basic Information Sheet

Attitudes toward school _____

Attitude toward future _____

Friends _____

Leisure time? _____

Emergency telephone number? _____

Source: Michele Chabot,
Santee School District

* BODY IMAGE OF BLIND CHILDREN

SCREENING TEST

I. Body Planes

A. Identification of Body Planes
(Child is standing)

1. Touch the top of your head.
2. Touch the bottom of your foot.
3. Touch the side of your body.
4. Touch the front of your body (or stomach).
5. Touch your back.

B. Body Planes in Relation to External, Horizontal, and Vertical Surfaces (Child is lying/standing on a mat.)

1. Lie down on the mat so that the side of your body is touching the mat.
2. Now move so that your stomach or the front of your body is touching the mat.
3. Now move so that your back is touching the mat.
4. Here touch the wall with your hand; now move so that your side is touching the wall.
5. Here touch the wall with your hand; now move so that your back is touching the wall.

C. Objects in Relation to Body Planes
(Child is seated in a chair with a box.)

1. Place the box so that it touches your side.
2. Place the box so that it touches your front (or your stomach).
3. Place the box so that it touches your back.
4. Place the box so that it touches the top of your head.
5. Place the box so that it touches the bottom of your foot.

II. Body Parts

A. Body Part Identification: Simple
(Child is seated in a chair).

1. Touch your arm.
2. Touch your hand.
3. Touch your leg.
4. Touch your elbow.
5. Touch your knee.

*Cratty, Bryant J., and Theresa A. Sams. Body Image of Blind Children, American Foundation for the Blind, New York. Reprinted with permission of the authors. This material is not to be reproduced in any manner without permission of the authors.

B. Parts of the Face
(Child is seated in a chair.)

1. Touch your ear.
2. Touch your nose.
3. Touch your mouth.
4. Touch your eye.
5. Touch your cheek.

C. Parts of the Body: Complex (Limb Parts)
(Child is seated in a chair.)

1. Touch your wrist.
2. Touch your thigh.
3. Touch your forearm.
4. Touch your upper arm.
5. Touch your shoulder.

D. Parts of the Body (Hands-Fingers)
(Child is seated in a chair.)

1. "Hold up" your thumb.
2. "Hold up" your (first) pointed finger.
3. "Hold up" your little (pinkie) finger.
4. "Hold up" your big (middle) finger.
5. "Hold up" your ring finger.

III. Body Movements

A. Movements of the Body: Trunk Movement while Fixed
(Child is standing.)

1. Bend your body slowly backwards (or "away")
from me...stop.
2. Bend your body slowly forward (or toward
the front) toward me... stop.
3. Bend your body slowly to the side...stop.
4. Bend your knees and slowly squat down...stop.
5. Rise upon your toes...stop.

B. Gross Movements in Relation to Body Planes
(Child is standing.)

1. Walk forward toward me...stop.
2. Walk backward away from me...stop.
3. Jump up...stop.
4. Move your body to the side by stepping sideways...stop.
5. Move sideways to the other side...stop.

C. Limb Movements
(Child is standing/lying on a mat.)

1. Bend one arm at the elbow.
 2. Lift one arm high in the air.
- While in a back-lying position:
3. Bend one knee.
 4. Bend one arm.
 5. Straighten your arm.

IV. Laterality

A. Laterality of Body: Simple Directions (Child is seated in a chair.)

1. Touch your right knee.
2. Touch your left arm.
3. Touch your right leg.
4. Bend over slowly and touch your left foot.
5. Touch your left ear.

B. Laterality in Relation to Objects (Child is seated in a chair with a box.)

1. Place the box so that it touches your right side.
2. Place the box so that it touches your right knee.
3. Hold the box in your left hand.
4. Bend down slowly and place the box so that it touches your right foot.
5. Hold the box in your right hand.

C. Laterality of Body: Complex Directions (Child is seated in a chair.)

1. With your left hand, touch your right hand.
2. With your right hand, touch your left knee.
3. With your left hand, touch your right ear.
4. With your right hand, touch your left elbow.
5. With your left hand, touch your right wrist.

V. Directionality

A. Directionality in Other People (Child is standing.)

Tester is seated facing child. The child's hands are placed on the tester's body parts.

1. Tap my left shoulder.
2. Tap my left hand.
3. Tap my right side.
4. Tap my right ear.
5. Tap the left side of my neck.

B. The Left and Right of Objects (Child is seated in a chair with a box.)

1. Touch the right side of the box.
2. Touch the left side of the box.
3. With your left hand, touch the right side of the box.
4. With your left hand, touch the left side of the box.

C. Laterality of Others' Movements (Child is standing.)

1. (Tester is seated with the child. The child's hands are placed on the tester's shoulder.)
Am I bending to my right or left? (Bend right)
2. (Tester is seated with the child. Child's hands are placed on the tester's shoulder.)
Am I bending to the right or left? (Bend left)

3. (Tester is seated with his back to the child. The child's hands are placed on the tester's shoulder.)
Am I bending to my right or left? (Bend left.) _____
4. (Tester is seated with his back to the child. Child's hands are placed on the tester's shoulder.)
Am I bending to my right or left? (Bend right) _____
5. (Tester is standing with his front to child. Child stands still.)
Am I moving to my right or left? (Move left) _____

Source: Bryant J. Cratty
Theresa A. Sams

Reprinted from The Body Image of Blind Children, by Bryant J. Cratty and Theresa A. Sams with the permission of the publisher, the American Foundation for the Blind.

BRILLE READING READINESS SKILLS

The Mangold Developmental Program of Tactile Perception and Braille Letter Recognition.

Sally Mangold, Ph.D.

Student: _____ Teacher: _____ School: _____

Program Content

The Developmental Program of Tactile Perception and Braille Letter Recognition consists of 29 lessons designed to teach skills of tactile perception and letter recognition in such a manner as to avoid errors in scrubbing, backtracking, and Braille letter recognition.

Date Completed

- | | |
|-------|--|
| _____ | 1. Tracking from left to right across like symbols which follow closely without a space between them. |
| _____ | 2. Tracking from left to right across unlike symbols which follow closely without a space between them. |
| _____ | 3. Tracking from left to right across like symbols which have one or two blank spaces between them. |
| _____ | 4. Tracking from left to right across unlike symbols which have one or two blank spaces between them. |
| _____ | 5. Tracking from top to bottom over like symbols which follow closely without a space between them. |
| _____ | 6. Tracking from top to bottom over unlike symbols which have one blank space between them. |
| _____ | 7. Tracking from top to bottom over like symbols which have one blank space between them. |
| _____ | 8. Tracking from top to bottom over unlike symbols which have one blank space between them. |
| _____ | 9. Identify two geometric shapes as being the same or different. |
| _____ | 10. Identify two Braille symbols as being the same or different. |
| _____ | 11. Identify two Braille symbols as being the same or different when they are preceded and followed by a solid line. |

Mangold, Sally. Braille Reading Readiness Skills, Exceptional Teaching Aids, Castro Valley, CA. Reprinted with permission of the author. This material is not to be reproduced in any manner without permission of the author.

Date Completed

- _____ 12. Identify the one symbol which is different within a line of like symbols, using (l) and (c).
- _____ 13. Identify the one symbol which is different within a line of like symbols using a variety of Braille symbols for different lines.
- _____ 14. Identify the one symbol that is different within a group of three symbols, two of which are identical.
- _____ 15. c g l
- _____ 16. c g l d y
- _____ 17. c g l d y a b
- _____ 18. c g l d y a b s
- _____ 19. c g l d y a b s w
- _____ 20. c g l d y a b s w p o
- _____ 21. c g l d y a b s w p o k
- _____ 22. c g l d y a b s w p o k r
- _____ 23. c g l d y a b s w p o k r m e
- _____ - 24. c g l d y a b s w p o k r m e h
- _____ 25. c g l d y a b s w p o k r m e h n x
- _____ 26. c g l d y a b s w p o k r m e h n x z f
- _____ 27. c g l d y a b s w p o k r m e h n x z f u t
- _____ 28. c g l d y a b s w p o k r m e h n x z f u t q i
- _____ 29. c g l d y a b s w p o k r m e h n x z f u t q i v j

Specific performance criteria for each skill identified above may be found in the revised edition of the Mangold Developmental Program. The program is available from, Exceptional Teaching Aids, 20102 Woodbine Avenue, Castro Valley, California 94546.

HANDWRITING SAMPLE

Name _____ Date _____
Birthdate _____

Provide bold line paper and soft lead pencil.

1. Ask student to write first and last name.
2. Ask student to copy a (previously prepared) model sentence.

I. BEHAVIOR TO OBSERVE DURING A HANDWRITING SAMPLE

How close is head from writing surface? _____ inches

Tense or cramped hand, arm, and body muscles:

_____ hand
_____ arm
_____ body

_____ Awkward body posture

_____ Inappropriate pencil grip

_____ pressure too hard
_____ pressure too light

_____ Unusual or inappropriate slant of the paper

Smoothness of flow during handwriting sample

_____ smooth
_____ labored

II. ANALYZING THE HANDWRITING SAMPLE

_____ Poorly spaced letters
_____ Poorly or incorrectly formed letters
_____ Unevenness of letters (some tall, some small)
_____ Small or cramped letters
_____ Unusual slant of the handwriting sample
_____ Illegible letters
_____ Disconnected letters when they should flow and be connected
_____ Inability to write on the line
_____ Smudges, excessive erasing

III. BRAILLE READERS

Provide writing guide available at APL and ask student to write first and last name.

Source: Mary Hopper
Child Service Demonstration
Center - San Diego

INDIVIDUAL CHECKLIST FOR YOUNG VISUALLY IMPAIRED
SELF HELP SKILLS

Name _____ Age _____ Date _____

Birthdate _____ Visual Acuity _____

A. HABITS (GENERAL)

Dates

- _____ Attend school regularly
- _____ Absent frequently, due to illness
- _____ Relaxes at rest time
- _____ Knows when handkerchief needs to be used
- _____ Can use handkerchief independently
- _____ Can wash hands without help, and dry
- _____ Mannerisms _____

B. TOILET HABITS

- _____ Not trained, or unable to state needs
- _____ Sometimes states, but unreliable
- _____ Needs complete help with clothing,
- _____ Needs partial help with clothing, buttons, etc.
- _____ Entirely independent
- _____ Special health problem

C. EATING HABITS (at snack time)

Dates

- _____ Finds own lunch box
- _____ Finds place at table without help
- _____ Can open and close lunch box
- _____ Is patient; can wait turn to be served
- _____ Can hold glass or cup and drink independently
- _____ Can drink from a straw
- _____ Bites and chews food
- _____ Needs help with glass or cup
- _____ Knows when napkin needs to be used
- _____ Can use napkin independently
- _____ Has learned good, basic social habits; is aware of others and carries on conversation with them
- _____ Puts lunch box away and cleans up
- _____ Other _____

Source: Doris Peck
San Diego City Schools

INDIVIDUAL CHECKLIST FOR YOUNG VISUALLY IMPAIRED
SENSORY MOTOR SKILLS

Name _____ Age _____ Date _____

Birthdate _____ Visual Acuity _____

A. LARGE MUSCLES

Dates

- _____ Uses various pieces of play equipment without fear
- _____ Shows anxiety and fear on play equipment
- _____ Can climb on jungle gym independently
- _____ Rides tricycle independently
- _____ Needs help in pushing feet on tricycle pedals
- _____ Needs directional help on tricycle
- _____ Needs directional help to go from bus to room
- _____ Shows balance and freedom of movement in walking
- _____ Has learned beginning jumping skills
- _____ Explores room environment purposefully; is curious, moves about freely
- _____ Explores outdoor environment purposefully
- _____ Needs much encouragement and stimulation to explore
- _____ Lethargic; shows no interest in environment
- _____ Enjoys trying and learning new physical skills
- _____ Moves and wanders about in purposeless manner
- _____ Sits or lies on floor, doing nothing

B. SMALL MUSCLES

- _____ Makes effort to use both hands in various activities
- _____ Uses only one hand consistently; prefers _____ hand
- _____ 'Explores' with hands; manipulates and shows curiosity about objects
- _____ Explores with clay, finger paint and other media
- _____ Uses toys purposefully

B. SMALL MUSCLES, cont.

- _____ Shows no purposeful activity with toys or materials
- _____ Other _____

C. ACTIVITIES PARTICULARLY ENJOYED

- _____ Ball play
- _____ Blocks
- _____ Construction
- _____ Clay
- _____ Cooperative play
- _____ Doll play
- _____ Going for walks
- _____ Imitation of adult activities (dress-up, housekeeping, tea parties, etc.)
- _____ Jungle gym
- _____ Music (listening & rhythms)
- _____ Outdoor activities (general)
- _____ Painting
 - _____ Brush
 - _____ Finger
- _____ Pets
- _____ Pulling or pushing wagons or other wheeled toys
- _____ Rhythmic activities
- _____ Sand play
- _____ Sensory games
- _____ Singing games
- _____ Slides
- _____ Stories, finger plays, etc.
- _____ Swings
- _____ Table play (educational, manipulative take-apart toys)
- _____ Tricycles
- _____ Varied gross physical activities
- _____ Water play
- _____ Other special interests: _____

Source: Doris Peck
San Diego City Schools

INDIVIDUAL CHECKLIST FOR YOUNG VISUALLY IMPAIRED
SOCIAL ADAPTATION

Name _____ Age _____ Date _____

Birthdate _____ Visual Acuity _____

A. EMOTIONAL GROWTH AND USUAL DISPOSITION

Dates

_____ Cheerful, happy, outgoing even-tempered	_____ Verbally demanding
_____ Quiet, withdrawn	_____ Seems to need much love, affection, and approval at school
_____ Impatient, easily frustrated	_____ Beginning to show self control
_____ Irritable, whiney	
_____ Frequent temper tantrums	
_____ Other _____	

B. RESPONSIBILITY

_____ Follows simple directions	_____ Performs routine duties such as hanging up wraps, putting away lunch box, etc.
_____ Follows directions but "dawdles"	_____ Needs help hanging up wraps, etc.
_____ Can accept adult direction	_____ Takes care of self on school bus
_____ Takes care of toys and equipment	_____ Can remember for self
_____ Finds toys and equipment independently	_____ Overly dependent upon adults for help in initiating and doing activities
_____ Usually puts toys away	_____ Other: _____
_____ Uses toys destructively	
_____ Overly dependent upon adults for companionship	

C. GETTING ALONG WITH AND CONSIDERATION FOR OTHERS

_____ Shares and takes turn	_____ Shows kindness towards other children
_____ Plays and works well with others	_____ Is liked by other children
_____ Plays alone consistently	_____ Does not seem to be liked by other children
_____ Willing to help other children	_____ Has no interest in other children
_____ Is learning to accept help graciously	_____ Has some interest in other children
_____ Is rude when help is offered; pushes others away	_____ Is much interested in others
_____ Is learning beginning courtesies of 'please', 'thank you', 'excuse me', etc.	_____ Is ignored by other children
_____ Is overly quarrelsome	_____ Requires average amount of teacher's time
_____ Is overly selfish with toys	_____ Requires less than average amount of teacher's time
_____ Is easily led	_____ Requires more than average amount of teacher's time
_____ Initiates ideas; shows beginning leadership	
_____ Other _____	

Source: Doris Peck
San Diego City Schools

Interest Inventory

Name _____

Date _____

1. I live with my (1) parents_____,
(2) _____, (3) _____.
2. I am _____ years old. I
have _____ brothers, _____
sisters.
3. After school I like to _____

_____.
4. My favorite TV program is _____
_____.
5. I like to read or look at books
about _____.
6. If I could work, I would like to
be a _____.

Interest Inventory

-2-

7. My favorite person on TV is _____.
8. My favorite sport is _____.
9. If I could buy a car it would be a _____.
10. I like to be around a lot of kids my own age. Yes____ No____
11. I like to be by myself sometimes. Yes____ No____
12. I would rather (1) have one good friend _____ (2) a few friends _____ (3) lots of friends _____ (4) no friends ____.
13. If I found a \$5 dollar bill, I would _____.

Interest Inventory

-3-

14. If I found a \$100 dollar bill,
I would _____
_____.

15. In my family, I get along best
with my _____. I get
along worst with my _____.

16. My favorite subject in school
is _____.

17. My worst subject in school is
_____.

18. I like to work by myself.
Yes _____ No _____

19. I like to make things with my
hands. Yes _____ No _____

20. I would do better in school if

_____.

Interest Inventory

-4-

21. I have the most trouble in school with (check one)
arithmetic_____, reading_____,
spelling_____, writing_____.
22. The most fun I have ever had
was_____
23. If I could take a trip, I would
like to go to _____.
24. I have a pet. Yes_____ No_____
25. My favorite animal is a _____.
26. I have a collection of_____
_____, (or) I would like
to collect
_____.
27. The most trouble I have had in

Interest Inventory

-5-

school was in the _____
grade.

28. I would rather watch a game
than play in one. Yes____No____

29. The best teacher I have had in
school was in the _____
grade.

30. I would like to go to school
until I have finished
(1) Junior college_____,
(2) junior high _____,
(3) high school _____,
(4) college _____,
(5) advanced college work_____.

-source unknown-

LEARNING STYLE INDICATOR CHECKLIST

The following checklist is an observation guide to be used by teachers when doing classroom observation. Caution is advised when attempting to determine a student's learning style. Once a student's learning style is determined, it is wise to emphasize the style in the planning of the teaching approach. But it is equally wise to provide some opportunities for a student to use the modes of learning that may not be preferred.

When using this checklist, look for clusters of behavior in the areas listed.

LEARNING STYLES CHECKLIST

STUDENT'S NAME _____ AGE _____ GRADE _____

Visual Strength Indicator

- _____ Is often one of the first to find the right page in a book or workbook. Often remembers where you put the book, record, etc., you mislaid.
- _____ Uses balance, good spatial arrangement (perspective at a higher level) in his drawings and paintings.
- _____ Displays a good sight vocabulary.
- _____ High interest in drawing, coloring, and other art activities.
- _____ Remembers information best when sees it in a written form.
- _____ Often notices details on papers, on your desk, etc. Often catches your typographical errors.
- _____ Tidy desk, puts things back where they belong. Likes the way things look when they are in order.
- _____ Well coordinated, good sense of balance, even with eyes closed.
- _____ Enjoys working puzzles.

Visual Weakness Indicator

- _____ Often uses fingers to keep place while reading.
- _____ Loss of place on a reading page and the skipping of words and lines when reading.
- _____ Poor spacing of letters and words; crowding of words at ends of lines.
- _____ When copying from the blackboard; often omits letters, words, and lines of print.
- _____ Difficulty working with a crowded page of arithmetic problems.
- _____ Limited memory for letter and number shapes.
- _____ Limited sight vocabulary.
- _____ Poor spelling of sight words.
- _____ Omitting answers and problems on a work page.

Visual and/or Kinesthetic Motor Weakness Indicator

- _____ Uneven or poorly formed written letters and lines.
- _____ Difficulty with drawing and coloring within lines.
- _____ Poor ball playing skills, particularly throwing and catching.
- _____ Prints on incorrect lines on lined writing paper.
- _____ Poor, illegible, or labored handwriting.
- _____ Reversal of b's and d's.
- _____ Difficulty copying designs.
- _____ Short attention span for paper-pencil tasks.

Kinesthetic Motor Strength Indicator

- _____ Enjoys and uses playground equipment, such as monkey bars, parallel bars, ropes, and balls. Often is good at sports.
- _____ Likes to work with his hands and take gadgets, toys, and other objects apart and put them back together again.
- _____ Often feels or touches objects, people, etc. he walks past or stands near.
- _____ Likes to play with clay, sand, and other textured materials.
- _____ Prefers to handle disagreements with peers with physical rather than verbal actions.
- _____ Learns best by doing and experiencing.
- _____ Learns best when allowed to trace and write letters.
- _____ Uses expressive hand gestures when speaking.
- _____ Uses hand gestures and facial expressions when he talks.

Auditory Strength Indicator

- _____ Likes to play with words - makes up rhyming nicknames, poems, and jingles.
- _____ Before child can read, child can remember his address and telephone number.
- _____ Tells stories, jokes, etc. in an interesting manner.
- _____ Often talks to himself or reads out loud.
- _____ Has a good speaking vocabulary (sounds old for his age).
- _____ Has good word attack (decoding and synthesis of sounds) skills.
- _____ Responds readily to a phonetic reading program.

- _____ Often uses verbal excuses for misbehavior.
- _____ Can recite T.V. "commercials" word for word. Can sing T.V. commercial "jingles" word for word.
- _____ Enjoys singing, remembers words and tunes, can keep place in a round, or harmonize when older.
- _____ Can follow directions given orally.
- _____ Can call home on the telephone and find out and remember information given.
- _____ Likes poems, riddles, and jokes and can remember and retell them.
- _____ Readily remembers names of things, people, and places.

Auditory Weakness Indicator

- _____ Inability to follow verbal directions.
- _____ Attends to sounds other than teacher speaking.
- _____ Limited ability to verbalize reasons for answers.
- _____ Inability to work in a busy, noisy classroom.
- _____ Lack of memory for letter names.
- _____ Often mispronounces common words.
- _____ Use of inappropriate or substitute names for items (whatchamacallit, "you knows", cooking place for kitchen).
- _____ No sense of likeness and difference in sound.
- _____ Short, unsure oral answers. Avoids participation in verbal class activities.
- _____ Too soft or too loud a speaking voice.
- _____ Inability to remember words of songs, poems, jokes, and riddles.
- _____ Difficulty with phonetic concepts: poor word attack (decoding of sounds) skills.
- _____ Poor memory for phonetic sounds and difficulty with sound blending.
- _____ Immature speech patterns, sentence structure (baby talk).
- _____ Has difficulty finding the source or direction from which sound is coming.

Auditory and/or Kinesthetic Motor Strength Indicator

- _____ Enjoys music, singing, folk dancing, and rhythms.

Source: Child Service Demonstration Center
San Diego

STUDENT'S NAME _____ AGE _____ GRADE _____

Other Learning Styles

- _____ Works best in a group
- _____ Prefers to work alone
- _____ Works best in morning
- _____ Works best in midday
- _____ Works best in afternoon
- _____ Works best if given extra time
- _____ Works best in a quiet place
- _____ Works best in a noisy place

Questions to Ask a Student

The easiest way for me to learn something is to:

- | | |
|--------------------------|----------------------------------|
| _____ read it | _____ try it |
| _____ hear it | _____ write it in my own words |
| _____ see it in pictures | _____ explain it to someone else |

Examples of Other Learning Strengths

- | | |
|--------------------------|--|
| _____ Attentive | _____ Willingness to work at a task (perseverance) |
| _____ Cooperative | _____ Social skills |
| _____ Creative, artistic | _____ Practical |
| _____ Imaginative | _____ Willing to cooperate |

Source: Child Service Demonstration Center
San Diego

MEASURES OF EDUCATIONAL OUTCOMES
FOR VISUALLY HANDICAPPED STUDENTS HAVING
COMPLETED ELEMENTARY GRADES

Name _____ Date _____

Birthdate _____ Visual Acuity _____

I. Communication Skills

- _____ Gleans information from class discussions.
- _____ Gleans information from recorded materials.
- _____ Participates in class discussions.
- _____ Uses acceptable language appropriate to age.
- _____ Modulates or projects voice according to situation.
- _____ Organizes and expresses thoughts acceptably.
- _____ Asks and responds to questions in understandable and courteous manner.
- _____ Able to convey need or lack of need for assistance as related to handicap.
- _____ Is skilled in reading print or Braille: reading level _____
- _____ Reads maps, charts, graphs as appropriate to age.
- _____ Is skilled in writing for personal needs (messages, notes, recipes)
- _____ Is skilled in writing letters.
- _____ Reads Nemeth Code accurately: math level _____
- _____ Is proficient in typing.
- _____ Writes signature in legible manner.
- _____ Uses slate and stylus.
- _____ Is able to use telephone for personal needs: dial, push button, coin
- _____ Operates phonographs, tape recorders, cassette recorders, radios.
- _____ Operates Electronic Visual Aid
- _____ Operates abacus.
- _____ Operates Optacon.

II. Self-help Skills

- _____ Handles own personal hygiene and grooming.
- _____ Knowledgeable about bodily functions.
- _____ Knowledgeable about basic food groups and nutrition.
- _____ Prepares and cooks simple foods.
- _____ Operates appliances and hand tools.
- _____ Identifies, counts, and uses coins.
- _____ Makes change.
- _____ Tells time.
- _____ Understands use of calendar.

III. Social Adaptation

- _____ Understands and talks openly about his visual impairment.
- _____ Displays acceptable social behavior in classroom and in restaurant.
- _____ Controls body posture and movement.
- _____ Is aware of manners in eating.
- _____ Is aware of dress codes and appropriate dress for school.
- _____ Is sensitive to peer group attitudes and behaviors.
- _____ Contributes to group activities in classroom.
- _____ Is aware of and takes part in social and recreational activities (arts, music, sports, Girl and Boy Scouts, church groups).

*Pre-academic Behaviors and Skills Checklist
(for children in school programs)
ALIVE - AWARE - A PERSON

Coding

Child's Name: _____	☐	Concept not introduced
School Year: _____	☐	Objective begun; needs time and help
Child's age as of September: _____	☐	Objective partially attained
Birth Date: _____	☐	Objective attained
Impairment: _____	☐	

	Assessment Dates			
I. Knowledge of Self:				
1. Identifies:				
a. First and last name				
b. Street address				
c. City and state				
d. Age				
e. Birthday				
f. Members of own family				
g. Name of school				
h. Teacher's name				
II. Social and Emotional Growth				
1. Cooperates with other children				
2. Shows confidence in beginning new activity				
3. Exhibits independence in making choices				
4. Makes transitions between active and quiet situations				
5. Plays harmoniously with other children without supervision				

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Child's Name _____

Assessment Dates _____

6. Listens while others are speaking without interrupting				
7. Says "Please," "Thank you," and "Excuse me"				
8. Adjusts easily to a new social situation				
9. Shows ability to delay gratification				
10. Is sensitive to social situations; feels shame if he doesn't live up to his own expectations				
11. Makes mistakes without becoming upset				
12. Appears to have positive attitude toward self				
13. Seeks and accepts help when needed				
14. Recalls learned concepts				
15. Applies learned concepts				
16. Responds to directions quickly:				
a. One direction (i.e., "Close the door.")				
b. Two directions (i.e., "Take your coat off and hang it up.")				
c. Three directions (i.e., "Color the shape, cut it out, and paste it.")				
17. Completes what he begins				
18. Puts on and takes off clothing with little or no aid				
19. Goes to bathroom by himself and manages clothes without difficulty				
20. Puts away toys by himself				
21. Cares for personal and school property				
22. Shares possessions				
23. Practices health habits				
a. covers mouth when coughs				
b. covers nose when sneezes				
c. blows nose				
d. washes and dries hands after toileting				
III. Language/Reading Readiness				
1. Shows interest in books				
2. Listens to stories and poems				

Child's Name _____

Assessment Dates

3. Interprets pictures and moods				
4. Answers questions concerning a story he has heard				
5. Supplies beginning to a story				
6. Predicts outcome of a story				
7. Tells a simple story				
8. Tells a complex story in sequence				
9. Relates personal experiences with understanding of sequence				
10. Names common-place objects related to self and environment				
11. Contributes to group discussions				
12. Adds new words to vocabulary				
13. Uses complete sentences				
14. Speaks plainly (clearly)				
15. Associates sound and shape of letters of alphabet				
16. Writes letters of alphabet:				
a. upper case				
b. lower case				
17. Repeats alphabet in sequence				
18. Recognizes some words in print				
19. Recognizes spoken words which begin with same sound				
20. Recognizes spoken words which rhyme (i.e., end with same sound)				
21. Differentiates between fact and fantasy				
22. Classifies and categorizes data:				
a. sees similarities				
b. sees differences				
c. recognizes opposites				
23. Expresses plurals, i.e., (one cat-two cats, one foot-two feet)				
24. Recognizes spatial relationships (i.e. under, over, beside)				
IV. Mathematics				
1. Matches one to one				

Child's Name _____

Assessment Dates

2. Counts objects in order				
3. Understands concept of sets				
4. Identifies the number of objects in a given set				
5. Identifies and names geometric shapes				
6. Arranges objects according to size				
7. Recognizes numerals				
8. Names numerals				
9. Is able to write numerals				
10. Knows and uses mathematics vocabulary (i.e., set, which one, how many, equal, zero, etc.)				
11. Understands that money is for purchasing				
12. Recognizes correlation between ordinal and cardinal numbers				
13. Is able to conserve idea of quantity				
14. Understands concept of month				
15. Understands concept of week				
16. Names days of week				
V. Science				
1. Uses simple science equipment (i.e. magnet, thermometer, magnifying glass, prism)				
2. Investigates and experiments in environment				
3. Shows curiosity by asking questions				
4. Uses science vocabulary				
5. Uses problem-solving approach in science activities				
6. Discriminates by weight--can find heaviest, lightest, etc.				
7. Identifies materials by smelling				
8. Classifies objects on the basis of physical attributes (i.e., soft, smooth, small, etc.)				
9. Classifies objects on the basis of groups (i.e., these are all animals, etc.)				
VI. Social Studies				
1. Shares information relating to topics of study				

Child's Name _____

Assessment Dates

2. Identifies seasons and holidays of year				
3. Identifies roles of family members, people in community and school				
4. Knows time:				
a. Today				
b. Tomorrow				
c. Yesterday				
d. Afternoon				
e. Morning				
5. Practices safe habits in daily living				
VII. Art				
1. Uses correctly:				
a. scissors				
b. paint brush				
c. crayons				
d. paste				
2. Uses clay				
a. pounds				
b. pulls apart				
c. cuts				
d. rolls				
3. Names colors				
a. Red				
b. Yellow				
c. Blue				
d. Green				
e. Orange				
f. Brown				
g. Black				
h. Purple				

Child's Name _____

Assessment Dates

i. Pink				
j. White				
k. Gray				
4. Participates in art activities				
5. Shows growing power of artistic expression				
VIII. Music				
1. Participates in singing				
2. Reproduces melodies				
3. Moves to music (rhythms) in an interpretive manner				
4. Uses instruments appropriately				
5. Reproduces rhythmic patterns				
6. Distinguishes between:				
a. fast and slow				
b. high and low				
c. loud and soft				
IX. Gross Motor (Large Muscle)				
1. Crawls				
2. Walks straight line for 10 feet				
3. Walks on tip toes				
4. Runs				
5. Jumps				
a. forward with feet together				
b. backward with feet together				
6. Hops				
a. both feet				
b. left only				
c. right only				

Child's Name _____

Assessment Dates

7. Climbs stairs with alternate feet				
a. up				
b. down				
8. Climbs equipment with assurance				
9. Gallops				
10. Skips with both feet				
11. Performs jumping jacks				
12. Handles ball:				
a. rolls				
b. throws				
c. catches				
d. bounces				
e. kicks				
13. Jumps rope				
a. teacher turned				
b. self turned				
14. Walks balance beam				
a. forward aided				
b. backward aided				
c. forward unaided				
d. backward unaided				
15. Carries things without dropping them (or spilling them)				
16. Displays good coordination				
17. Rides a tricycle				
18. Marches in time to music				
19. Climbs on and off bus unaided				
X. Fine Motor (Small Muscle)				
1. Cuts with scissors				
a. free cutting				

Child's Name _____

Assessment Dates

b. following a line				
2. Colors				
3. Pastes				
4. Strings beads				
5. Manipulates pegs				
6. Builds with blocks				
7. Works Puzzles				
8. Buttons				
9. Zips				
10. Buckles				
11. Laces and ties shoes				
12. Establishes hand preference				
13. Works in left to right progression				
14. Picks up small objects				
15. Holds pencil/crayon correctly				
16. Draws circles				
17. Draws down, up, across				
18. Draws sticks				
19. Traces shapes				
20. Turns door knobs				
21. Unscrews lids				
22. Recognizes materials by touch				
23. Recognizes shapes by touch				
XI. Visual Skills				
1. Recognizes and identifies colors				
2. Recognizes and identifies shapes				
3. Identifies "sameness" and differences				
a. color				
b. size				

Child's Name _____

Assessment Dates

c. shape				
4. Displays visual memory				
a. what is missing				
b. sequence of shapes				
c. sequence of objects				
d. sequence of pictures				
5. Displays visual directionality				
a. left to right				
b. top to bottom				
c. clockwise				
d. counterclockwise				
6. Establishes left to right progression				
a. sequencing				
b. counting				
7. Copies patterns and shapes				
a. block patterns				
b. bead patterns				
c. paper and pencil patterns				
8. Shows appreciation of pictures by comments toward the details in the picture				
9. Demonstrates ability for visual search by locating an object visually				
10. Demonstrates ability to perceive visual detail by locating internal details of an object				
11. Demonstrates ability to locate an object far from him by distant vision				
12. Discriminates similarities and differences in individual lower case letters				
13. Discriminates similarities and differences in upper case letters				
14. Identifies each of the letters, upper and lower case				
15. Matches words beginning with upper case letters with the same words beginning with lower case letters				
16. Demonstrates ability to see likenesses and differences among words				

Child's Name _____

Assessment Dates

17. Demonstrates ability to recognize words				
18. Distinguishes between figure and background				
XII. Auditory Skills				
1. Identifies sounds:				
a. environmental				
b. animals				
c. instruments				
d. loud and soft				
e. high and low				
2. Discriminates likenesses and differences:				
a. speech sounds				
b. instrument sounds				
3. Locates direction (origin) of sound				
4. Displays auditory memory - patterns				
a. clapping				
b. commands				
c. sentences				
5. Organizes by sequence				
6. Imitates sounds				
7. Listens to make decisions				
XIII. Body Awareness				
1. Names and locates parts of body				
2. Controls parts of body (imitates movements)				
3. Shows awareness of his left and right				
4. Identifies position in relation to objects:				
a. on				
b. in				
c. under				
d. over				

Child's Name _____

Assessment Dates

e. beside				
f. behind				
g. in front of				
5. Correctly positions named parts of his body (i.e., Put your hands behind your body.)				

* Sensory/perceptual Development
Pre-Braille Readiness

Alive - Aware - A Person

Name _____

Age _____ years _____ months

Date of Assessment _____

Age Appropriate	Objectives	Response		
		(+)	(-)	(o)
4-5 yrs.	1. To demonstrate tactual awareness by using both hands to find raised details on embossed pages of a pre-Braille skills book			
	2. To locate a specific embossed item in a book by searching each page of that book			
	3. To demonstrate an understanding of likenesses and differences of objects on a page by identifying the like objects and the different objects			
	4. To identify objects tactually by naming those in the object collection			
	5. To demonstrate an understanding of categories by classifying objects in the object collection, i.e., something you eat, pets, animals, etc.			
	6. To demonstrate an understanding of long and short lengths by identifying appropriately embossed materials as long, longer, short, shorter			
	7. To demonstrate tactual awareness of the triangle, circle, square, rectangle, heart, and semicircle by using both hands to identify each shape located in a skills book			
5-6	8. To demonstrate an understanding of thin and thick widths by identifying appropriately embossed materials as thin or thick			

Based on established criteria:

- + = correct response
- = incorrect response
- o = no response

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***SCRIPT WRITING FOR THE BLIND**

Name _____ Date _____

Left Handed _____ Right Handed _____ Age _____

Student is able to:

1. Locate upper left 1 2 upper right

1.1 Corners:

lower left 3 4 lower right

Up

1.2 Directions:

left side

right side

Down

1.3 Raised Writing Line

2. Use:

2.1 Equipment:

Marks writing guide

Signature guide

2.2 Paper

Raised line paper

Rough textured paper

Smooth paper

3. Hold writing tool:

With Gripper

Without Gripper

pencil

felt-tip pen

ball-point pen

1

2

3

4

1

2

3

4

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		<u>Yes</u>	<u>No</u>
4. Write continuous lines:	Vertical/horizontal	_____	_____
	Zigzag	_____	_____
	Curvilinear		
	points	_____	_____
	mounds	_____	_____
	loops	_____	_____
	ascend	_____	_____
	descend	_____	_____
5. Write broken lines			
	Vertical/horizontal	_____	_____
	Zigzag	_____	_____
	Curvilinear		
	points	_____	_____
	mounds	_____	_____
	loops	_____	_____
	ascending	_____	_____
	descending	_____	_____
6. Write initials of own name		_____	_____
7. Sign school work with initials		_____	_____
8. Write last name		_____	_____
9. Write first name		_____	_____
10. Write full name		_____	_____
11. Sign letters		_____	_____
12. Sign checks		_____	_____
13. Write short notes		_____	_____
14. Letters, numerals and punctuation (circle those known)			
14.1 Recognizes upper case print letters on raised reference sheets			
	A B C D E F G H I J K L M		
	N O P Q R S T U V W X Y Z		

14.2 Recognizes lower case print letters on raised reference sheets

a b c d e f g h i j k l m

n o p q r s t u v w x y z

14.3 Write upper case letters

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

14.4 Write lower case letters

a b c d e f g h i j k l m

n o p q r s t u v w x y z

14.5 write numerals

1 2 3 4 5 6 7 8 9 0

14.6 Write punctuation

. , : ; - _

' " () ! ?

This student receives approximately _____ minutes per week of instruction in handwriting.

This student completes approximately _____ minutes per week of practice in handwriting.

Source: Rose-Marie Swallow
Sally Mangold Ph.D.

NOTE: AFB's publication, Teaching the Blind Script-Writing by the Marks Method is a useful curriculum guide.

Guide and Manual	\$3.25
Manual alone	.25

VISUAL FUNCTIONING GUIDE

Name _____ Grade _____

School _____

Resource Room Teacher _____ Date _____

Best location in classroom for student

A. Front	Left	Light behind
Back	Right	Light in front
Middle	Center	Light above

B. Comments:

Distance Vision

A. From the best location, the student will be able to:

1. See writing on the chalkboard - Yes No
2. See movies projected to the front of the room - Yes No
3. See wall charts and wall maps - Yes No
4. Comments:

Near Vision

- A. Student can read standard print - Yes No
- B. Student can read large print - Yes No
- C. Student may be sent to VII Resource Room during class for use of large print materials, recorders, and enlarging equipment - Yes No
- D. Comments:

Level of Illumination

A. To carry out classroom activities the student needs:

1. Bright light

2. Standard classroom lighting
3. Minimal illumination

Color Vision

A. Student can see color - Yes No

1. Colors student can see:

2. Colors student cannot see:

B. Comments:

Mobility

A. Distances student can detect obstacles:

B. Basic protective and orientation skills - Yes No

C. Can travel about school grounds unaided - Yes No

D. Needs assistance for drills - Yes No

E. Is currently working with an orientation and mobility instructor - Yes No

F. Comments:

General comments and recommendations

A. Academic strengths/weaknesses

B. Social maturity

C. Self concept

PART III
INTERVENTION

INTERVENTION MATERIALS MATRIX
Resources Available for Use With
Visually Impaired Students

The information compiled in the Intervention Materials Matrix grew from the need to identify and procure commercially prepared instructional materials reflecting the most recent needs in special education, specifically, the implementation of PL 94-142. The reader is invited to add to the empty matrix form those materials which have value in special education.

Following is a list of suggested materials organized according to educational area which may be used with visually impaired students. It is not intended to be a complete list but rather an overview of sources which may be helpful in writing Individual Educational Programs. Most of the materials which have been designated "Professional Sources" have excellent bibliographies included which will aid in the search for other sources in the same general area. Some professional sources also include lists of materials, printed and manipulative, which would be helpful to the teacher as well as pertinent magazine articles. The Journal of Visual Impairment and Blindness, available through the American Foundation for the Blind, is an excellent source of many activities and information which can be used by teachers. It also includes critiques and resumes of publications dealing with the education of visually impaired students.

Teachers of the visually impaired are constantly involved in ordering and providing materials in large print, Braille, or tape according to the needs of each student integrated into the regular classroom. In the following list of resources in the academic area, California adopted texts used in the classroom are excluded, with the assumption that these materials will automatically be provided to the student. The materials and texts listed are to be used as a supplement to the adopted texts used in the regular classroom. They are listed because of their applicability to visually impaired students and may be used by the resource teacher in individual sessions. They are not necessarily designated for visually impaired students exclusively.

Academic
INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
<u>The Abacus Made Easy</u> by Mae Davidow	T X	Can be used by large print reader or by teacher. Step-by-step guide to the operation of the abacus, still a valuable tool for many VH students.	Grades K-12	American Printing House for the Blind (APH)
<u>Alive...Aware...</u> <u>A Person</u> , by Rosemary O'Brien	PM X	Includes sequential lists and practical activities in areas of language development, sensory development, social awareness and cognitive areas.	Birth to age 8, or ac- cording to abil- ity of student.	Rosemary O'Brien
<u>Creative Ideas for</u> <u>Teaching Exceptional</u> <u>Children</u> , by Wedemeyer and Cijka	PM	Developed for students with a variety of learning disabilities. Many activities listed may be adapted to braille. Includes activities in sensory motor, language, number concepts.	Pre- school to grade 6	Love Publishing, Inc.
<u>Distar Reading Program</u>	PM	Specific programmed material with auditory and sound blending emphasis. Supplementary written materials available. Especially appropriate for VH students with learning disabilities.	Grades K-8 Accord- ing to ability of stu- dent.	Science Research Associates (SRA)
<u>Fitzhugh Plus Program</u>	PM Pr	Self-teaching process for individualized learning in areas of shape matching and analysis, alphabet recognition, math, general knowledge. May be used for training visual efficiency.	Grades K-12	Allied Education Council

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

Pr = Appropriate for print readers; Br = For Braille readers; X = for print and Braille readers

* Source: See Appendix for vendor's address

Academic
INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
<u>Handbook for Teachers of the Visually Handicapped</u> by Napier, Schrotherger, Dennison	PM X	Puts role of teacher of visually impaired into perspective. Covers all areas of VI education, including working with classroom teachers, sources of materials and specific techniques. Can be shared with classroom teacher in team approach.	Grades K-12	American Printing House for the Blind (APH)
Individualized Learning Packages	AV Pr	Learning package consists of cassette lesson, worksheets, post-test and teacher's guide. Language arts, listening, math, and science learning packages available to be used as supplement to adopted texts.	Grades K-12	Media Materials, Inc.
<u>Math</u> , by Beth Evans	PM X	Play and learn games in many areas of math. Some written and some verbal activities. Good supplement to adopted math textbook.	Grades K-12	Learning Success
<u>Merrill Linguistics Readers</u>	T PM Pr	Available in large print. Skills books available. Linguistics approach to reading for students with strong auditory channel of learning. Much repetition and review throughout.	Grades K-3	American Printing House for the Blind (APH)
<u>Primary Phonics</u> , by R. Makar	T Pr	24 point type used with large simple pictures. Ten short storybooks which could be adapted to Braille; primary emphasis on phonetic approach to reading.	Grades	Educators Publishers Service

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Academic
INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
<u>Sound Foundations Program</u>	PM Pr	Spelling program available in two levels, organized on cards in study box. Can be adapted to Braille.	Grades 1-12	Developmental Learning Materials (DLM)
<u>Sullivan Programmed Reading</u>	T PM	Strong emphasis on auditory learning. Much repetition and review of vowel sounds throughout. Supplementary workbooks available; pictures are colorful and enjoyed by students. Humorous stories.	Grades 1-3	American Printing House for the Blind (APH)
Tactual Discrimination Worksheets by Caton, Pester, Hurko	T PM Br	Provides potential Braille readers with early experience and training in discrimination of tactual stimuli. Should follow use of manipulatives for concept awareness. Includes geometric forms, lines, angular figures and Braille code.	Grades K-3	American Printing House for the Blind (APH)
<u>Tactual Road to Reading, by Kurzhals and Caton</u>	T Br	Includes skills books for tactual readiness leading into Braille texts with emphasis on concrete experiences of blind children. Much repetition and few contractions used. Good for beginning Braille student.	Grades K-3	American Printing House for the Blind (APH)
<u>Teaching the Visually Handicapped, by Kenneth Hanninen</u>	PM X	Valuable reference in areas of academics, listening, mobility. Excellent practical suggestions in all areas contained in "Appendix". Many references included.	Grades K-12	Charles E. Merrill Publishing Co.

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Academic
INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Touch and Tell	PM Br	Braille readiness material beginning with tactile shapes and proceeds through Braille alphabet.	Grades K-3	American Printing House for the Blind (APH)

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* Source: See Appendix for vendor's address

Psychomotor
INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
<u>Alive... Aware...</u> A Person, by Rosemary O'Brien	PM X	Includes sequential lists and practical activities in areas of language development, sensory development, social awareness and cognitive areas.	Age Birth - 8 ac- cording to abil- ity of student	Rosemary O'Brien
<u>Concept Development for Visually Handicapped Children</u> , by Lydon & McGraw	PM	Includes activities for teaching concepts and sensory awareness screening test for body image. Section included on multi-handicapped blind.	Age Birth - 18	American Foundation for the Blind (AFB)
<u>Curriculum Guide for the Development of Body and Sensory Awareness for the Visually Handicapped</u> , developed by Illinois Office of Education	PM X	Practical suggestions, specific activities, useful list of materials, good evaluation and techniques described. Includes body image, basic concept activities, pre-cane mobility skills, motor coordination.	Age 3- 18	Jim Meeks
<u>Dubnoff Program</u>	PM Pr	Contained in three levels of perceptual motor exercises. Good for fine motor and pre-writing skills, visual training, and efficiency.	Grades K-8	Teaching Resources
<u>Easy-Grip and Double- Handed Scissors</u>	M	Makes cutting skills easier for partially sighted students, especially if motor involvement.	Grades K-12	Developmental Learning Materials (DLM)

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Psychomotor
INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
<u>Fitzhugh Plus Program</u>	PM Pr	Self-teaching process for individualized learning in areas of shape matching and analysis, alphabet recognition, math, general knowledge. May be used for training visual efficiency.	Grades K-12	Allied Education Council
<u>Individualized Learning Package</u>	AV Pr	Learning Package consists of cassette lesson, worksheets, post-test and teacher's guide. Language arts, listening, math and science learning packages available.	Grades K-12	Media Materials, Inc.
<u>Listen and Think Program</u>	AV PM X	Contained in developmental levels, fifteen cassettes per level. Teachers handbook included with supplementary activities suggested. Large print or Braille answer sheet required.	Grades 1-12	American Printing House for the Blind (APH)
<u>Listening for the Visually Impaired</u> , by Claudell Stocker	PM X	Specific exercises to develop skills from listening readiness to recall and retention. Tests and evaluations included.	Grades K-12	Charles Thomas Publishers
<u>Listening to Learn</u>	PM X	Includes listening for details, sequence, word meaning, main idea. Not series of pre-recorded lessons.	Grade 1-12	Aiken Connor (CHS)

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Psychomotor
INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
<u>Listening with Under- standing</u>	K Pr	Six cassettes and worksheets included. Some activities can be adapted for Braille reader. Includes comparison, sequence, reasoning, etc.	Grades K-8	Developmental Learning Materials (DLM)
<u>Michigan Tracking Program</u>	PM Pr	Includes symbol, visual and word tracking. Effective with students with focusing and tracking problems.	Grades K-4	American Printing House for the Blind (APH)
<u>Movement without Sight, by L. E. Kratz</u>	PM X	Includes theory and practical suggestions in areas of physical fitness, posture, rhythm and dance, individual activities. Can be used with individual child or with sighted peers.	Birth- Adult	Peek Publications
Skills Books developed by Oakmont Transcribers Guild	M X	Booklets include concept of large/small, inside/outside, fasteners, textures, etc.	Grades K-8	Oakmont Trans- cribers Guild
<u>Tactual Discrimination Worksheets</u> , by Caton, Pester, Hurko	T PM	Provides potential Braille readers with early experience and training in discrimination of tactual stimuli. Should follow use of manipulatives for concept awareness. Includes geometric forms, lines, angular figures and braille code.	Grades K-3	American Printing House for the Blind (APH)

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Psychomotor
INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
<u>Teaching the Visually Handicapped</u> , by Kenneth Hanninen	PM X	Valuable reference in areas of academics, listening, mobility. Excellent practical suggestions in all areas contained in "Appendix." Many referenced included.	Grades K-12	Charles E. Merrill Publishing Co.
Touch and Tell	M Br	Braille readiness material beginning with tactile shapes and proceeds through Braille alphabet.	Grades K-3	American Printing House for the Blind (APH)
<u>Try Tasks</u>	M K Pr	Manipulative materials and workbook combined give practice in developed visual perception and visual training skills. Level three moves to alphabet.	Grades K-3	Noble and Noble, Inc.
<u>Vanguard School Program</u>	PM Pr	Useful for developing skills in fine motor skills, visual motor integration, visual training and visual efficiency.	Grades K-8	Teaching Resources
Visual Discrimination	PM K Pr	Contains sequential skills-pictures, shapes, lines. Good for visual training.	Grades K-3	Developmental Learning Materials (DLM)

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Language
INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Alive . . Aware . . A Person, by Rosemary O'Brien	PM	Includes sequential lists and practical activities in areas of language development, sensory development, social awareness and cognitive areas.	Age Birth - 8 ac- cording to abil- ity of student	Rosemary O'Brien
<u>Distar Rading Program</u>	PM Pr	Specific programmed material with auditory and sound blending emphasis. Supplementary written materials available. Especially appropraite for VH students with learning dis-abilities.	Grades K-8	Science Research Associates (SRA)
Individualized Learning Packages	AV Pr	Learning package consists of cassette lesson, worksheets, post-test and teacher's guide. Language arts, listening, math, science learning packages available.	Grades K-12	Media Materials, Inc.
<u>Mott Basic Language Skills Program</u>	PM Pr	Programmed language material designed for underachiever. Parts may be adapted to Braille.	Grades 2-12	Allied Education Council
Phonics for Fun	PM Br	A drill book in progressive phonics beginning with short vowel sounds to be used by beginning Braille readers.	Grades K-3	American Printing House for the Blind (APH)

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Language
INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
<u>Phonics Puzzles and Games</u>	G Pr	Braille reader may play with assistance or game can be adapted. Dice with large print included.	Grades 1-4	Teaching Resources
Skills Books developed by Oakmont Transcribers Guild	M X	Booklets include concept of large/small, inside/outside, fasteners, textures, etc.	Grades K-8	Oakmont Transcriber Guild
<u>Teaching the Visually Handicapped</u> , by Kenneth Hanninen	PM X	Valuable reference in areas of academics, listening, mobility. Excellent practical suggestions in all areas contained in "Appendix." Many references included.	Grades K-12	Charles E. Merrill Publishing Co.
*NOTE: - Speech and Language Specialists can be very helpful in suggesting or providing materials on language skills which can be used by the regular classroom or VH teacher.				

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Self-help
INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Vocational Skills Training for the Visually Handicapped	PM X	Includes technical and industrial arts, homemaking and work experience. Contains specific guidelines demonstrating techniques of developing skills in all areas. Can be used with counselors or regular vocational teachers.	Grade 9-12	Santa Cruz Office of Education

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Self-help
INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Behavioral Characteristics Progression (BCP)	PM X	Sequential steps in teaching skills such as grooming, eating, drinking, dressing, and undressing, etc.	Grades Pre-school- adult	VORT Corporation
Skills Center Curriculum Materials	PM X	Subsections include orientation and mobility, financial managements, personal hygiene, cleaning care of clothing. Practical teaching suggestions in each area.	Grades K-adult	Living Skills Center for the Visually Handicapped
Step-by-Step Guide to Personal Management for Blind Persons Developed by AFB	PM	Can be used by VH person directly or by teacher. Very specific task analysis.	Age 3 - adult	American Foundation for the Blind (AFB)
System Fore	PM X	List of sequential steps in areas of dressing, eating, personal care, time, money, measurement and self protection useful for assessment and writing objectives in self-help area.	Grade Pre-school- adult	Los Angeles Unified School Dist.
Toward Independence by Anne Yeadon	PM X	Organized by specific objectives with suggested strategies. Includes social behavior, gestures, table behavior, domestic tasks, kitchen equipment and cooking.	Grades K-adult	American Foundation for the Blind

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Social Adaptation
INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
<u>Alive . . . Aware . . . A Person</u> , by Rosemary O'Brien	PM X	Includes sequential lists and practical activities in areas of language development, sensory development, social awareness, and cognitive areas.	Age Birth - 8, ac- cording to abil- ity of student	Rosemary O'Brien
<u>Skills Center Curriculum Materials</u>	PM X	Subsections include orientation and mobility, financial manage-ment, personal hygiene, cleaning, care of clothing. Practical teaching suggestions in each area.	Grades K- adult	Living Skills Center for the Visually Handi- capped
<u>Teaching the Visually Handicapped</u> , by Kenneth Hamminen	PM X	Valuable reference in areas of academics, listening, mobility. Excellent practical suggestions in all areas contained in "Appendix." Many references included.	Grades K-12	Charles E. Merrill Publishing Co.
<u>Toward Independence</u> , by Anne Yeadon	PM X	Organized by specific objectives with suggested strategies. Includes social behavior, gestures, table behavior, domestic tasks, kitchen equipment and cooking.	Grades K - adult	American Founda- tion for the Blind (AFB)
<u>The Visually Handicapped Child in School</u> , edited by Berthold Lowenfeld	PM X	"In a nutshell" source for all areas of education of the visually handicapped. Special attention to Chapter 3 and Chapter 9 for adjustment of visually handicapped.	Grades Pre- school- adult	American Founda- tion for the Blind (AFB)

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Pre-vocational
INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
<u>Career Awareness Materials</u>	PM K M G Pr	May be used with students with good usable vision or adapted. Braille labels may be attached to puzzle material.	Grades 3-12	Developmental Learning Materials (DLM)
<u>Career Planning for the Blind</u> , by F. Crawford	T Pr	Available in large print. Contains general information about careers with specific "how-to's" and factors involved in getting a job. Includes questions and problems for thought and discussion.	Grades 9-12	Keith Jenison Books
<u>Curriculum Activities for Relevant Education: Career Education Project</u>	PM X	Contains strategies for including career education into the curriculum. Includes resource list for materials, audio-visual, and field trips.	Grades K-8	La Mesa-Spring Valley School District
<u>Little Lessons for Little Fingers</u>	T Pr	Sentences designed to give review of typewriter keyboard and practice in typing sentences. May be taped or transcribed into Braille for Braille readers.	Grades 4-8	American Printing House for the Blind (APH)
<u>Sewing Techniques for the Blind Girl</u>	PM X	Good for helping classroom teachers and parents learn special techniques of sewing.	Grades 7-12	Sally Jones

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Pre-vocational
INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
<u>Skills Center Curriculum Materials</u>	PM X	Subsections include orientation and mobility, financial managements, personal hygiene, cleaning, care of clothing. Practical teaching suggestions in each area.	Grades K-adult	Living Skills Center for the Visually Handicapped
<u>Step-by-Step Guide to Personal Management for Blind Persons, developed by AFB</u>	PM X	Can be used by VH person directly or by teacher. Very specific task analysis.	Age- 3 - adult	American Foundation for the Blind (AFB)
<u>Typewriting for Elementary School Children</u>	T PM Pr	Large type book available. Lessons can be taped for use with Braille readers. Best typing book for younger children.	Grades 4-12	American Printing House for the Blind (APH)
<u>Vocational Skills Training for the Visually Handicapped</u>	PM X	Includes technical and industrial arts, homemaking and work experience. Contains specific guidelines demonstrating techniques of developing skills in all areas. Can be used with counselors or regular vocational teachers.	Grades 9-12	Santa Cruz Office of Education

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INTERVENTION MATERIALS MATRIX

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*Source: See Appendix for vendor's address

SAMPLE RESOURCE MATERIALS:

UNPUBLISHED INSTRUCTIONAL TECHNIQUES AND MATERIALS

SAMPLE RESOURCE MATERIALS:

Unpublished Instructional Techniques and Materials

This collection contains unpublished instructional materials and techniques developed and tested by special education teachers/specialists. Readers are encouraged to add their own collections to the one begun here.

Materials in this section have been reproduced with permission of the authors and no further duplication should be made without their authorization. Appropriate bibliographic information is noted for all published material. Also, the sources of all unpublished materials, when known, are acknowledged.

SAMPLE RESOURCE MATERIALS

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SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need: Academics
Purpose: To develop reading comprehension skills (5 different activities).
Materials: Varies according to activity.
Procedures: 1. Make book of illustrations. On individual sheets paste a sentence or sentences and have student draw an illustration to go with sentence. Booklet is on-going project. Teacher may describe pictures from magazines to totally blind student and have him write corresponding sentences. 2. Provide child with sheets of incomplete sentences, in large print or Braille, and have them supply the missing words. 3. Have objects or pictures of objects placed around the room. Give child a set of cards on which have been printed or Brailled the name of the object. As the child finds the object he is to leave correct word card in its place. Verbal directional cues to find objects may be given to totally blind. 4. From large box child draws a card on which has been printed or Brailled specific things for him to do. Child chooses a paper and acts out the direction he needs. Make directions relating to concrete experiences for totally blind. 5. Give to each child a list of true and false statements about a particular passage which student has read. Child answers the statement and proves his answer by referring back to the page number in the text or a sentence which proves the answer.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Academics

Purpose:

Fish Pond Game: to develop numeral and color recognition.

Materials:

Cardboard box, construction paper, paper clips, string, ruler, and small magnet.

Procedures:

Make "fish pond" from cardboard box. Cut out fish from various colors of construction paper; number of fish depends on how many numerals teacher wants child to recognize. Number the fish with felt pen, putting Braille numeral labels over print. Attach paper clip to each. Tie magnet on end of string and tie string on end of ruler. Child "fishes" and magnet picks up fish when it contacts paper clip. Child identifies numeral which is on fish. He may also be required to identify color, if applicable.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need: Academics
Purpose: To provide a variety of experiences to Braille readers.
Materials: Varies according to activity.
Procedures: 1. Have child act out situations in a story, as a substitute for pictures. For example, if the children in the story are rolling down a hill, making cookies, picking flowers, etc. Have blind child dramatize these situations. May be done in group with sighted peers. 2. After student completes preprimer, have him write or dictate his own short story, using the same vocabulary. He may substitute his own name and those of relatives and friends. 3. Have school menu and/or school paper Brailled for student. 4. Leave simple Brailled poems, announcements, notes or stories placed near student's desk as a "surprise." Motivates reading and makes enjoyable experience. 5. Have student Braille language experience stories using his own experiences as a basis. Keep a booklet of these original stories.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need: Psychomotor
Purpose: To develop listening skills (5 different activities). Primary grades
Materials: Varies according to activity.
Procedures: 1. Give alphabet letters out of order and ask child to repeat them in same order. Do same with numbers. 2. Read a short story on tape or directly to child. After child has listened have him write or Braille the story in his own words and draw a picture to go with it. Older students with residual vision may be asked to draw a "comic strip" to go with the story to develop sequencing skills. 3. Make animal sounds in a certain order and child names the animals in order of their sounds. 4. Child repeats rhythmic patterns clapped by teacher with sticks or clapping. With group of children, each child can take turns clapping out a rhythm which others duplicate. Children can then make up and sing tunes to the rhythms. 5. Give child three or four crayons, shapes, blocks, or a picture. Call out colors or shapes and child must arrange objects in order given. Use three-dimensional shapes for totally blind. Teacher and child reverse roles to motivate child.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Psychomotor

Purpose:

To develop tactile awareness, exploration, and discrimination as related to Braille reading readiness (5 activities).

Materials:

Varies according to activity.

Procedures:

1. Have children sort long and short objects such as straws, sticks, strips of paper, pipe cleaners. Work trays available through APH are good for sorting activities.
2. Have children sort real objects such as buttons, clothespins, toy airplanes and paper clips. Have child verbalize how object feels (soft, hard, cold, rough, smooth) and its function.
3. Provide pyramid of rings, stacking blocks, and cans that fit inside each other to develop concept of same objects having different sizes.
4. Use shape cutouts from cardboard, felt or foam rubber and have child match to similar shapes which have been mounted on paper.
5. Provide cards made of tagboard or chipboard which incorporate differing textures: sandpaper, velvet, wool, felt. Child matches textures which feel alike.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need: Psychomotor
Purpose: To develop auditory skills as related to mobility (6 different activities).
Materials: Ball, Paper and pencil, or Braillewriter.
Procedures: 1. Bounce ball and have student follow bounces and count them. May use different sizes and types of balls for further auditory discrimination. 2. Have student find a room or locality in the school environment which he can locate by sound (bathroom, shop, cafeteria). 3. Have student go to several rooms and list the sounds he hears in each room. Compare sounds. 4. Have student note the sounds of the elements on good and bad days, i.e. wind, rain, hail. He may write a story about the day using the sounds he hears as a basis. 5. Have student provide sound effects for a story the teacher reads aloud. Story should deal with outdoor environment. 6. Have student compile list of sounds he hears around home and compare it with school sounds.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need: Language
Purpose: To expand knowledge of beginning consonant sounds.
Materials: Braille paper, glue, plastic.
Procedures: Glue pictures from magazines onto 11 x 11 1/4" Braille paper. Write particular consonant on top of Braille paper, using Braille label over print. Also put Braille labels on pictures. Using large rings cut from plastic or felt, child places ring around each picture that begins with the particular initial consonant sound which has been written at the top of the paper.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need: Language
Purpose: To provide practice in using a dictionary.
Materials: Dictionary (large print or Braille), paper and pencil or Braillewriter.
Procedures: Have students answer these questions on a separate piece of paper: 1. What is the 25th definition of the word "run"? 2. Who was <u>Strativarius</u>? 3. <u>Antares</u> is the brightest star in what constellation? 4. If you had a <u>lacuna</u>, what would you have? 5. What is an <u>earthnut</u>? 6. Name two <u>marsupials</u>. 7. What are the two pronunciations for the word <u>trematode</u>? 8. If I gave you a <u>nix</u>, what would you have?

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need: Language
Purpose: To provide practice in locating information, developing vocabulary and sensory imagery.
Materials: Large print or Braille story, paper and pencil, or Braillewriter.
Procedures: Have student read a story and make a list of words from the story which helped him to hear, smell, or feel something in the story.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:

Social Adaptation

Purpose:

To become aware of reactions of yourself and others in various situations.

Materials:

Paper and folder.

Procedures:

Once a week students fill out weekly reaction sheet. The sheet will ask students to: a) list ten things he did last week that he felt good about; b) identify situation or person which threatened him or made him feel uneasy; c) answer these questions; What was the high point of the week? Were you in disagreement with anyone this week and why? Did you make any changes in your life? How could this week have been better? How did you handle a tense situation? How did you handle strong emotions, whether very happy, unhappy, frustrated, or angry?

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need: Social Adaptation
Purpose: To recognize and develop appreciation for emotions.
Materials: Magazines, construction paper, scissors, glue.
Procedures: Cut pictures of faces from magazines and sort them according to whether the face looks happy, sad, frightened, angry, suprised, tired. Glue them on separate pieces of construction paper, one paper for each emotion. Can be used with totally blind if picture is explained to child and he could decide how the person in the situation would feel.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Self Help Skills

Purpose:

To build skill in using telephone directory for print readers.

Materials:

Telephone directory, paper and pencil, low vision aids, if needed.

Procedures:

Have student answer these questions. Prepare questions ahead in large print:

1. What number would you dial if you wanted to call the San Diego Fire Department?
2. What number would you dial if you wanted to call the San Diego Police Department?
3. What number would you call if you wanted to know the time?
4. What is the area code for the state of Nevada? For the city of Fresno? For the state of Arizona?
5. List ten names which start with the letters KN.
6. List five restaurants where pizza is served.
7. List the complete names of places you could go to learn to dance.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Self-help Skills

Purpose:

To aid in developing independent grooming habits.

Materials:

Large mirror, brush and comb, ribbons.

Procedures:

If child has grooming problem and looks unkempt or unpleasant, encourage daily self-evaluation. Have child with residual vision regard self in mirror and talk about good grooming and how appearance can be improved. Provide brush and comb for hair care and tie ribbons in hair to add extra motivation. Talk about posture in front of wall mirror and how clothes look together. Keep checklist on wall to provide guidelines on grooming. Daily "How Do I Look" sessions are essential for some students. For totally blind, encourage hair combing and comment on how ribbon helps appearance.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Self-help Skills

Purpose:

To develop skill of zipping and unzipping.

Materials:

Dressing frames, various bags with zippers.

Procedures:

For unzipping, hide reinforcer (candy, token, etc.) behind zipper in dressing frame or inside zippered bag. Place child's hand on tab and assist in unzipping so he receives reinforcer. Make game of zipping "goodies" inside of bag. For older students, leave typed or Brailled message inside bag and zip it up for motivation. Encourage parents to purchase zippered pencil cases, lunch bags, or clothes to encourage skill.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need: Self-help Skills
Purpose: Develop independent skills in putting on shoes and socks.
Materials: Socks (short and knee), slip on shoes.
Procedures: Have child take off shoes and socks and perform some exercise or go walking in grass. This is meant to give some meaning to action of taking off shoes and socks. Sit on floor or soft mat with child facing teacher with one knee up. Put child's thumbs inside top of sock and put sock on toes. Then have child pull sock up over heel, using both hands. Have child slip on shoes and tell whether they feel "right" on the feet. This activity can be combined with many other academic or psychomotor activities.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need: Prevocational/Vocational
Purpose: To develop skills in basic sewing with totally blind student.
Materials: Large needle, strips of felt.
Procedures: Allow student to study needle and felt and talk about function of each. Thread needle for student, later obtaining threader from AFB so student can learn this skill. Manually show student basic running stitch technique emphasizing up and down motion, in sewing 2 strips of felt together. Completed strips can be used for bookmarks or put on bulletin board.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Prevocational/Vocational Skills

Purpose:

To teach knowledge of coins and their values to totally blind students.

Materials:

Coins of all values, eight Dixie cups.
Eight dixie cups

Procedures:

1. Designate Dixie cup for each coin value. As teacher hands student a particular coin, student puts it in appropriate cup. Cups may be labeled in Braille. With younger children, if proper coin is placed in proper cup, extra Dixie cups contain reinforcer which child can receive (candy, chips, tokens, etc.).
2. Assist child in choosing appropriate coins to purchase food or articles at school.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need: Prevocational/vocational skills
Purpose: To develop listening skills. To improve typing skills by copying.
Materials: Typewriter, tape recorder, taped sentences.
Procedures: 1. Make tape from the book. "Little Lessons for Fingers," available at API. Sentences are appropriate for students who have mastered keyboard and need drill in composing words and sentences. May be used at any grade level. Have student listen to sentence, turn tape recorder off, type sentence two or three times, then turn tape recorder back on. If student has residual vision, have him proofread his work, using CCTV if necessary. If blind student, proofread for him, or use Optacon and discuss any errors. 2. Itinerant teacher may set up a "pen pal" system with students at different schools. Have students type weekly letters to send to each other through VH teacher.

APPENDICES

APPENDIX A
INDIVIDUALIZED EDUCATION PROGRAM

FICTITIOUS

Student	<u>Sara Garcia</u>	BD	<u>11-30-68</u>	CA	<u>10</u>	Date of Meeting	<u>September 20, 1977</u>
Personal Identifier	<u>SS #: 509-64-3582</u>	Sex	<u>Female</u>	Parents	<u>Richard and Dolores Garcia</u>	Phone	<u>491-5667</u>
Teacher	<u>L. Brown</u>	No. Yrs. Enrolled in School	<u>5</u>	Grade	<u>4</u>	Address	<u>509 East Main, Lincoln CA</u>
School	<u>Harding Elementary</u>	Special Program	<u>Visually Impaired</u>	Native Language of Pupil	<u>Spanish</u>	How Determined	<u>Parent Report</u>
Date of Initial Enrollment in Special Education	<u>10-1-77</u>	*Projected Date of Placement	<u>10-1-77</u>	Anticipated Duration of Placement	<u>1977-78</u>	Native Language of Home	<u>Spanish</u>
Career/Vocation Education Program				<u>Development of socialization skills.</u>			
Extent of Regular Class Placement				<u>80</u> % P.E. Program <u>Adaptive P.E.</u>			

RATIONALE FOR PLACEMENT

Functional description of handicap: Legally blind. Visual acuity 20/400 both eyes. See attached eye report.

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Age Appropriate

Academics: Reading 2.0 level; spelling 2.0 level.

Social Adaptation/Emotional Development: Interacts with one child.

Psychomotor: Able to identify details in large pictures.

Prevocational/Vocational Skills: Preliminary typing skills.

Self-Help Skills: Age Appropriate

Learning Style (Modality): Auditory and Kinesthetic

Learning Approach (e.g., reflective, persistent, etc.) Cooperative, positive attitude.

Health Status: Evaluation by ophthalmologist recommended. Encourage to wear glasses at all times.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): No Delay

Specific special education to be provided: Regular class enrollment with services provided by on-site by resource teacher in resource room for visually impaired. Instruction to interface with regular class.

Related services to be provided: Adaptive P.E. with visually impaired students enrolled in resource program.

Special material/equipment to be provided: Large print texts and workbooks, CCTV, reading board, yellow filter paper, bold line paper.

Provision(s) for possible transition into regular classroom program: Integration into regular classroom to be adjusted according to student progress.

Rationale for Least Restrictive Environment: Sara is able to participate in many classroom activities and can develop social skills with sighted peers. Career/vocational education shall be provided in a cooperative plan between resource teacher and regular class teacher.

Student Sara Garcia FICTITIOUS

Page 2 of 3

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^{XX} sign below:

Date

Richard Garcia 9/20/77
Parent/designee signature

Delores Garcia 9-20-77
Parent/designee signature

Student signature

[Signature] 9/20/77
Special education administrator/designee signature

[Signature] 9-20-77
Regular education teacher signature

V. Hinson 9/20/77
*School psychologist signature

*Language, speech, and hearing specialist signature

School nurse signature
XX [Signature] 9/20/77
Special education teacher signature

Medical Report Received 9-15-77
Interpreter signature LICENSED PHYSICIAN/SURGEON

[Signature] 9-20-77
Other signature (specify) ADAPTIVE P.E. TEACHER

Other signature (specify)

*Has evaluated pupil

^{XX}Indicates designated team coordinator

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Secondary level graduation requirements (CAC 3306(s)):

Requirements will be established at time of secondary enrollment.

Determination of extended school year services (CAC 3306(e)):

Extended year services are not indicated.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Visually Impaired Resource Room

Specified Special Education Placement

Richard Garcia 9/20/77
Parent/designee signature Date

Delores Garcia 9-20-77
Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Richard Garcia 9/20/77
Parent/designee signature Date

Delores Garcia 9-20-77
Parent/designee signature Date

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
I. Expand sight vocabulary. II. Improve writing of nonphonetic words. III. Improve visual discrimination skills. IV. Begin basic type-writer skills. V. Develop socialization skills.	Specify time, observable behavior, evaluation conditions, and evaluation criteria. A. By May 1, Sara will read aloud 30 words taken from her basal reader with 100% accuracy presented in flashcard form. Person responsible <u>D. Tate</u> <u>L. Brown</u> Date established <u>9-20-77</u>	Date _____ _____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	A. By May 1, Sara will write correctly 23 out of 25 nonphonetic words given orally by teacher. Person responsible <u>D. Tate</u> <u>L. Brown</u> Date established <u>9-20-77</u>	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	A. By May 1978, Sara will correctly match groups of pictures with fine differences 15 out of 20 times. Person responsible <u>L. Brown</u> Date established <u>9-20-77</u>	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	A. By May 1978, Sara will touch type all letters and numbers with 90% accuracy using the touch type method. Person responsible <u>L. Brown</u> Date established <u>9-20-77</u>	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	A. By May 1978, Sara will voluntarily initiate conversation with sighted peers a minimum of three times per day. Person responsible <u>D. Tate</u> <u>L. Brown</u> Date established <u>9-20-77</u>	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible _____ Date established _____	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed

APPENDIX A
INDIVIDUALIZED EDUCATION PROGRAM

FICTITIOUS

Student Mark Jones BD 10-3-62 CA 15
Personal Identifier SS #: 551-21-0911 Sex Male
Teacher S. Green No. Yrs. Enrolled 11 Grade 11
School Fairmont Special Program Visually Impaired
Date of Initial Enrollment in Special Education 10-1-77 *Projected Date of Placement 10-1-77 Anticipated Duration of Placement 1977-78
Career/Vocation Education Program Regular career counseling with peers.
Extent of Regular Class Placement 90 % P.E. Program Mobility Instruction

Date of Meeting September 20, 1977
Parents Bob and Sylvia Jones Phone 492-8255
Address 707 Alliance Street, Lincoln CA
Native Language of Pupil English How Determined Observation
Native Language of Home English School District of Residence Clearwater

RATIONALE FOR PLACEMENT

Functional description of handicap: Legally blind. Visual acuity 20/200 both eyes. See attached eye report.

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Age Appropriate

Academics: Unfamiliar with library materials.

Social Adaptation/Emotional Development: Age Appropriate

Psychomotor: No formal mobility training.

Prevocational/Vocational Skills: Types all letters and numbers.

Self-Help Skills: Age Appropriate

Learning Style (Modality): Auditory

Learning Approach (e.g., reflective, persistent, etc.) Enthusiastic, ambitious.

Health Status: Good health and regular attendance.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): No Delay

Specific special education to be provided: Regular class enrollment with services provided by itinerant resource teacher in resource room.

Related services to be provided: Mobility instruction.

Special material/equipment to be provided: Large print texts, typewriter, reading board, distance low vision aid.

Provision(s) for possible transition into regular classroom program: Integration into regular classroom to be increased according to progress of student.

Rationale for Least Restrictive Environment: Mark has ability to integrate into regular school program with minimum of assistance.

Student Mark Jones FICTITIOUS

Page 2 of 3

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^{XX} sign below:

Date

Sylvia Jones 9-20-77
Parent/designee signature

Bob Jones 9-20-77
Parent/designee signature

Mark Jones 9/20/77
Student signature

R. Red 9-20-77
Special education administrator/designee signature

S. White 9-20-77
Regular education teacher signature

D. Hines 9/20/77
*School psychologist signature

*Language, speech, and hearing specialist signature

School nurse signature

^{XX} S. Green 9-20-77
Special education teacher signature

C. Brown 9-20-77
Interpreter signature

*Report Received 9-15-77
Other signature (specify) LICENSED PHYSICIAN/SURGEON

C. Barrie 9-15-77
Other signature (specify) MOBILITY TRAINER

*Has evaluated pupil

^{XX} Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Completion of college preparatory program.

Determination of extended school year services (CAC 3306(e)):

No need for extended year services indicated.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Visually Impaired--Resource Room
Specified Special Education Placement

Sylvia Jones 9-20-77
Parent/designee signature Date

Bob Jones 9-20-77
Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Sylvia Jones 9-20-77
Parent/designee signature Date

Bob Jones 9-20-77
Parent/designee signature Date

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
I. Improve typing skills.	Specify time, observable behavior, evaluation conditions, and evaluation criteria. A. By May 1978, Mark will type three business letters with less than three errors per letter. Person responsible <u>S. Green</u> Date established <u>9-20-77</u>	<u>Date</u> ____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
II. Develop mobility skills.	A. By May 1978, Mark will travel independently to downtown San Diego using public transportation. Person responsible <u>C. Barrie</u> Date established <u>9-20-77</u>	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
III. Develop study skills (specifically, library research skills)	A. By May 1978, Mark will produce two, five-page reports on two previously selected topics, using library materials independently. Person responsible <u>T. While</u> <u>S. Green</u> Date established <u>9-20-77</u>	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible _____ Date established _____	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible _____ Date established _____	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible _____ Date established _____	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed

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APPENDIX A
INDIVIDUALIZED EDUCATION PROGRAM

FICTITIOUS

Student Sharon Brown BD 7-3-69 CA 8
Personal Identifier ASB #: 3368 Sex Female
Teacher Lois Brown No. Yrs. Enrolled in School 3 Grade 3
School Clearwater Special Program Visually Impaired
Date of Initial Enrollment in Special Education 9-20-77 *Projected Date of Placement 9-20-77 Anticipated Duration of Placement 1977-78
Career/Vocation Education Program Regular Class
Extent of Regular Class Placement 90 % P.E. Program Regular

Date of Meeting 9-15-77
Parents Betty Smith Phone 491-5091
Address 921 Baker Street, Lincoln CA
Native Language of Pupil English How Determined Parent Report
Native Language of Home English School District of Residence Clearwater USD

RATIONALE FOR PLACEMENT

Functional description of handicap: Partially sighted. Visual acuity: 20/70. See attached medical eye report.

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Age Appropriate

Academics: Reading at grade two. Strong on word recognition.

Social Adaptation/Emotional Development: Age Appropriate

Psychomotor: Age Appropriate

Prevocational/Vocational Skills: Age Appropriate

Self-Help Skills: Age Appropriate

Learning Style (Modality): Visually oriented; multisensory.

Learning Approach (e.g., reflective, persistent, etc.): Pleasant, cooperative. Enjoys school.

Health Status: See vision report. No health problems. Hearing normal.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): No Delay

Specific special education to be provided: Special instruction for reading comprehension with the special teacher in the resource room for visually impaired.

Related services to be provided: Transportation. Reevaluation for special education placement by June 1978.

Special material/equipment to be provided: LP texts, magnifier, felt pens, sit to front of regular classroom. CCTV available.

Provision(s) for possible transition into regular classroom program: Such transition will be dependent on progress.

Rationale for Least Restrictive Environment: Sharon functions well with her peers in the regular class. With supportive instruction and materials, limited specific special education is indicated.

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Student

Sharon Brown

FICTITIOUS

Page 2 of 3

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^{XX} sign below:

Date

Betty Smith 9-15-77
Parent/designee signature

Parent/designee signature

Student signature

R. Reed 9-15-77
Special education administrator/designee signature

Pat White 9/15/77
Regular education teacher signature

*School psychologist signature

*Language, speech, and hearing specialist signature

School nurse signature

Special education teacher signature

Interpreter signature

^{XX} Lois Brown 9-15-77
Other signature (specify) Teacher, Visually Impaired

Other signature (specify)

*Has evaluated pupil

^{XX}Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

No such requirements for elementary students.

Determination of extended school year services (CAC 3306(e)):

No indication of need for extended school services.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Visually Impaired--Resource Room
Specified Special Education Placement

Betty Smith 9-15-77
Parent/designee signature Date

Parent/designee signature

Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Betty Smith 9-15-77
Parent/designee signature Date

Parent/designee signature

Date

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
I. Improve reading comprehension skills.	Specify time, observable behavior, evaluation conditions, and evaluation criteria. A. By December 2977, Sharon will answer correctly four out of five comprehension questions for each of 10 short passages. Person responsible <u>P. White</u> <u>L. Brown</u> Date established <u>9-15-77</u>	Date _____ _____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible _____ Date established _____	_____ _____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible _____ Date established _____	_____ _____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible _____ Date established _____	_____ _____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible _____ Date established _____	_____ _____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible _____ Date established _____	_____ _____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed

APPENDIX A
INDIVIDUALIZED EDUCATION PROGRAM

FICTITIOUS

Student Eddie Price BD 1-3-68 CA 9
Personal Identifier SS #: 367-72-0956 Sex Male
Teacher L. Brown No. Yrs. Enrolled in School 4 Grade 2
School Harding Special Program Visually Impaired
Date of Initial Enrollment in Special Education 10-1-77 *Projected Date of Placement 10-1-77 Anticipated Duration of Placement 1977-78
Career/Vocation Education Program Develop socialization skills.
Extent of Regular Class Placement 75 % P.E. Program Adaptive P.E.

Date of Meeting September 20, 1977
Parents Ed and Mary Price Phone 491-6609
Address 2095 Main, Columbus CA
Native Language of Pupil English How Determined Parent Report
Native Language of Home English School District of Residence Softwater

RATIONALE FOR PLACEMENT

Functional description of handicap: Legally blind. Visual acuity 20/200. See attached eye report.

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Distortion of silibant sounds.

Academics: Grade level in all areas.

Social Adaptation/Emotional Development: Age Appropriate

Psychomotor: Carries out two consecutive verbal directions.

Prevocational/Vocational Skills: Completes five out of 10 assignments.

Self-Help Skills: Dresses independently, except shoe tying.

Learning Style (Modality): Visual

Learning Approach (e.g., reflective, persistent, etc.) Self-motivated, eager.

Health Status: Totally color blind. Drops taken at noon for glaucoma.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):

No Delay

Specific special education to be provided: Regular classroom enrollment with services provided by on-site resource teacher in resource room.

Related services to be provided: Speech therapy three times weekly on an individual basis.

Special material/equipment to be provided: Large print texts, tape recorder, CCTV, distance low vision aid.

Provision(s) for possible transition into regular classroom program: Integration into regular classroom to be adjusted according to student's progress.

Rationale for Least Restrictive Environment: With adapted materials and supportive services, Eddie is able to integrate in many activities in the regular classroom.

Student

Eddie PriceFICTITIOUS

Page 2 of 3

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^{XX} sign below:

Date

Parent/designee signature

9/20/77

Parent/designee signature

9-20-77

Student signature

Special education administrator/designee signature

Regular education teacher signature

*School psychologist signature

*Language, speech, and hearing specialist signature

School nurse signature

XX

Special education teacher signature

Interpreter signature

* Medical Report Received

Other signature (specify) LICENSED PHYSICIAN/SURGEONOther signature (specify) REMEDIAL P.E. TEACHER9-15-779-20-77

Secondary level graduation requirements (CAC 3306(s)):

Requirements to be established at secondary entrance.

Determination of extended school year services (CAC 3306(e)):

Special instruction shall be provided during the summer session in June and July 1978.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Visually Impaired--Resource Room
Specified Special Education Placement

Parent/designee signature

Date

Parent/designee signature

Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Parent/designee signature

Date

Parent/designee signature

Date

*Has evaluated pupil

^{XX}Indicates designated team coordinator

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
I. Develop proper articulation of silibant sounds.	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	<u>Date</u>
	A. By May 1978, Eddie will correctly articulate the "s" and "sh" sounds in spontaneous speech with 90% accuracy as measured by SWRL.	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible <u>D. Crane</u> Date established <u>9-20-77</u>	
II. Develop independence in study skills.	A. By May 1, 1978, Eddie will complete, with 90% accuracy, 10 assignments in the course of one week with no assistance from teacher or aide.	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible <u>D. Lewis</u> <u>L. Brown</u> Date established <u>9-20-77</u>	
III. Develop independence in dressing skills.	A. By May 1, 1978, Eddie will put on and tie shoes independently at all appropriate times.	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible <u>L. Brown</u> Date established <u>9-20-77</u>	
IV. Improve listening skills.	A. By May 1, 1978, Eddie will carry out five consecutive verbal directions given by teacher (with no repetitions) with 100% accuracy.	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible <u>L. Brown</u> Date established <u>9-20-77</u>	
	Person responsible _____ Date established _____	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible _____ Date established _____	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed

APPENDIX A
INDIVIDUALIZED EDUCATION PROGRAM

FICTITIOUS

Student Sheri Cook BD 3-16-61 CA 16
Personal Identifier ASB #: 384 Sex Female
Teacher Shirley Green No. Yrs. Enrolled in School 12 Grade 12
School Fairmont Special Program Visually Impaired
Date of Initial Enrollment in Special Education 9-67 *Projected Date of Placement 9-20-78 Anticipated Duration of Placement 1977-78
Career/Vocation Education Program Work/Study Program
Extent of Regular Class Placement 80 % P.E. Program Adaptive P.E.

Date of Meeting September 15, 1977
Parents Gus and Helen Cook Phone 462-5189
Address 4261 Simons, Pepperwood CA
Native Language of Pupil English How Determined Parent Report
Native Language of Home English School District of Residence Softwater USD

RATIONALE FOR PLACEMENT

Functional description of handicap: Legally blind. Visual acuity 20/400.
See attached eye report.

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Adequate.

Academics: Math skills are deficient.

Social Adaptation/Emotional Development: Adequate.

Psychomotor: Orientation skills are poor.

Prevocational/Vocational Skills: Needs special help in sewing.

Self-Help Skills: Adequate. Good mobility.

Learning Style (Modality): Auditory, kinesthetic.

Learning Approach (e.g., reflective, persistent, etc.) Ambitious, good sensory skills. Learns quickly.

Health Status: See eye report. Hearing normal. No health problems noted.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):

No delay.

Specific special education to be provided: Visually impaired resources room with resource teacher. Supportive instruction to interface with regular class instruction.

Related services to be provided: Adaptive P.E. with other visually impaired students. Transportation.

Special material/equipment to be provided: Braille texts and writer, abacus, typewriter, special adapted sewing and cooking aids, long cane, tape recorder and classroom shelf.

Provision(s) for possible transition into regular classroom program: Further transition into regular classroom programs is dependent on Sheri's needs and progress.

Rationale for Least Restrictive Environment: Based on assessment, goals and objectives the specified programs and services are appropriate for Sheri at this time. Career education with the regular class and support from the resource teacher is indicated.

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Student Sheri Cook FICTITIOUS

Page 2 of 3

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^{xx} sign below:

Date

Sheri Cook 9/15/77
Parent/designee signature

Helen Cook 9-15-77
Parent/designee signature

Sherrie Cook 9-15-77
Student signature

Gene Telen 9-15-77
Special education administrator/designee signature

Connie Wood 9-15-77
Regular education teacher signature

*School psychologist signature

*Language, speech, and hearing specialist signature

School nurse signature

Shirley S. Green 9-15-77
Special education teacher signature

Interpreter signature

*Medical Eye Report Received 9-10-77
Other signature (specify) Licensed Physician/Surgeon

Art Haver 9/15/77
Other signature (specify) Remedial P.E.

*Has evaluated pupil

^{xx}Indicates designated team coordinator

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Secondary level graduation requirements (CAC 3306(s)):

Completion of college preparatory course.

Determination of extended school year services (CAC 3306(e)):

The need for extended school year services is not indicated.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Visually Impaired--Resource Room
Specified Special Education Placement

Helen Cook 9-15-77
Parent/designee signature Date

Sheri Cook 9-15-77
Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Helen Cook 9-15-77
Parent/designee signature Date

Sheri Cook 9/15/77
Parent/designee signature Date

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Improve math skills using abacus.	A. By January 1978, Sheri will complete 20 subtraction and multiplication problems using the abacus with 90% accuracy. Person responsible S. Green Date established 9-15-77	☐ Achieved ☐ Reviewed ☐ *Revision recomm. ☐ Parent informed
II. Improve orientation skills.	A. In 12 weeks, Sheri will find five different locations in two separate classrooms with 100% accuracy. Person responsible S. Green Date established 9-15-77	☐ Achieved ☐ Reviewed ☐ *Revision recomm. ☐ Parent informed
III. Assist in developing sewing skills.	A. In eight weeks, Sheri will have completed a bean bag using a running stitch. Person responsible C. Wood S. Green Date established 9-15-77	☐ Achieved ☐ Reviewed ☐ *Revision recomm. ☐ Parent informed
	Person responsible Date established	☐ Achieved ☐ Reviewed ☐ *Revision recomm. ☐ Parent informed
	Person responsible Date established	☐ Achieved ☐ Reviewed ☐ *Revision recomm. ☐ Parent informed
	Person responsible Date established	☐ Achieved ☐ Reviewed ☐ *Revision recomm. ☐ Parent informed

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APPENDIX B
SUMMARY OF CAC TITLE 5 REQUIREMENTS
COMPOSITION OF E&P AND/OR IEP COMMITTEE

Program	1 Special Ed. Admin. or Designee	2 Experienc- ed Special Education Teacher	3 School Nurse	4 Cred.*** School Psychol- ogist	5 Licensed Physician	6 Pupil*	7 Parents **	8 Sp/Lang/H Specialist ***	9 Regular Teacher	10 Cred.*** Licensed Audiol- ogist	11 **** Other
All EH Programs	Yes	Yes	Yes	Yes	Current information may be requested by E&P committee.	When appropriate	Yes	Autistic, yes. Other EH optional.	Yes, when not same as #2.	Optional	Optional
MR	Yes	Yes	Yes	Yes	Optional	When appropriate	Yes	Optional	Optional	Optional	Optional
PH Programs (a) Hearing Impaired	Yes	Yes	Optional	Optional	Optional	When appropriate	Yes	Optional	Optional	Yes	Optional
(b) Blind	Yes	Yes, when available	Optional	Optional	(Or optometrist) written report.	When appropriate	Yes	Optional	Optional	Optional	Optional
(c) Partially Seeing	Yes	Yes, when available	Optional	Optional	(Or optometrist) written report.	When appropriate	Yes	Optional	Optional	Optional	Optional
(d) Orthopedic or Other Health Impaired	Yes	Yes	Optional	Optional	(Or nurse practitioner) written report.	When Appropriate	Yes	Optional	Optional	Optional	Optional

*Parent may have representative such as M.D., psychologist, M.S.W., teacher, etc. provide information to the committee.

**Pupil may be below age of 18 years if sufficiently mature and intelligent to participate in IEP planning.

***Who has examined pupil.

****Other pupil service worker(s) who has/have conducted assessment(s) [CAC 5 3301(e)].

Program	1 Special Ed.Admin. or Designee	2 Experienc- ed Special Education Teacher	3 School Nurse	4 Cred.*** School Psychol- ogist	5 Licensed Physician	6 Pupil*	7 Parents **	8 Sp/Lang/H Specialist ***	9 Regular Teacher	10 Cred.*** Licensed Audiol- ogist	11 **** Other
(e) Severe Disorders of Language Including Aphasia	Yes	Yes	Optional	Yes	Optional	When appropriate	Yes	Yes	Optional	Yes--if student has significant hearing loss.	Yes, for NES/LES competent in primary language.
(f) Other Speech-Language Handicapped (Communication Disorders)	Yes	Optional	Optional	Optional	Optional	When appropriate	Yes	Yes	Optional	Optional	Optional
(g) Other Physically Handicapped	Yes	Yes	Optional	Optional	Optional	When appropriate	Yes	Optional	Optional	Optional	Optional
(h) Multi-Handicapped	Yes	Yes	Optional	Optional	Optional	When appropriate	Yes	Optional	Optional	Optional	Optional
Development Centers for Handicapped	Yes/or supervising head teacher	One(s) most appropriate to needs	Yes/or #5/or nurse practitioner.	Yes	Yes/or #3/or nurse practitioner.	When appropriate	Yes	Optional	Optional	Optional	Optional & CCS representative if available
Hearing Impaired and Visually Impaired (Deaf-Blind)	Yes	Yes	Optional	Optional	Optional	When appropriate	Yes	Optional	Optional	Yes	Optional

APPENDIX C
Addresses for Venders and Publishers

1. American Foundation for the Blind (AFB)
15 W. 16th Street
New York NY 10011
2. American Guidance Services, Inc.
Publishers Building
Circle Pines, MN 55041
3. American Printing House for the Blind (APH)
1839 Frankfort Avenue
Louisville, KY 40206
4. Clearinghouse Depository for Handicapped Students
Aural Media Services
721 Capitol Mall
Sacramento, CA 95814
5. Consulting Psychologists Press
557 College Avenue
Palo Alto, CA 94306
6. Curriculum Associates, Inc.
6 Henshaw St.
Woburn, MA 01801
7. Harcourt, Brace & World, Inc.
Test Department
757 3rd Ave.
New York NY 10017
8. Jim Meeks, Educational Specialist
Illinois Office of Education
Springfield, IL 62708
9. National Association for Visually Handicapped (NAVI)
3201 Balboa St.
San Francisco, CA 94121
10. Dr. E. Newland
Educational Psychology
702 South Race Street
Urbana, IL 61801
11. Rosemary O'Brien
Early Childhood Learning Center
Montgomery County Public Schools
Rockville, MD 20850
12. Perkins School for the Blind
175 N. Beacon Street
Watertown, MA 02172
13. Santa Cruz County Office of Education
701 Ocean Street
Santa Cruz, CA 95060

14. Jane Stanley
P.O. Box 445
San Gabriel CA 91776
15. Rose-Marie Swallow, Ph.D.
California State University at Los Angeles
5151 State University Dr.
Los Angeles CA 90032
16. Tele-Sensory Institute
3408 Hillview Ave.
Palo Alto, CA 94304
17. VORT Corporation
P.O. Box 11132
Palo Alto CA 94306

Recommended source for general description of assessment tools:

Measures of Psychological, Vocational and Educational
Functioning in the Blind and Visually Handicapped,
Geraldine Scholl and Ronald Schnur, Available at
American Foundation for the Blind

APPENDIX D
HANDBOOK EVALUATION

Project HAPI

Please evaluate Assessment + Intervention = IEP, A handbook on how to write an Individualized Education Program according to the rating scale below. Your input is requested since your reactions will provide the primary guide in improving and refining this second field test edition.

Rating Scale

- 1 = Not worth reporting
- 2 = Poor
- 3 = Fair
- 4 = Good
- 5 = Excellent

	1	2	3	4	5
1. Appropriateness of materials included for area of exceptionality					
2. Usefulness in selecting items (e.g. tests, strategies, materials) and organizing results in writing Individual Educational Program(s) (IEP's)					
3. Reliability of materials included.					
4. Practicality of materials included					
5. Availability of materials included					
6. Suitability to needs of students					
7. Usefulness to my style of assessment and intervention . . .					
8. Usefulness in designing inservice workshops to train teacher/specialists in writing effective IEP's and IIP's . . .					
9. Usefulness of sample (completed) IEP's					
10. Ease of use - physical layout					

Your comments are invited on all aspects of these handbooks. Would you indicate those items, sections, etc. which are:

Not Worth Including

Most Worthy of Including

Other Comments:

Name _____ District _____
Position: Elem. _____ Sec. _____ Itinerant _____
Resource/Spec. Class _____

TRAINING PACKET



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CASSETTES

FIRST TRAINING SEGMENT (7-9½ MINUTES)

THIS RESOURCE HANDBOOK: ASSESSMENT = INTERVENTION = IEP, A HANDBOOK ON HOW TO WRITE AN INDIVIDUALIZED EDUCATION PROGRAM FOR VISUALLY IMPAIRED IS DESIGNED FOR USE BY SCHOOL DISTRICT PERSONNEL.

IT'S OBJECTIVE IS TO PROVIDE A GUIDE FOR ASSESSMENT AND PLACEMENT COMMITTEES TO FOLLOW IN FULFILLING THEIR RESPONSIBILITIES IN COMPLIANCE WITH THE FEDERAL AND STATE LEGISLATION FOR DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN.

THE TAPE HAS BEEN PREPARED TO PERMIT THE HANDBOOK AND ACCOMPANYING MATERIALS TO SERVE AS A SELF-INSTRUCTIONAL PACKAGE. THE PARTICIPANTS ARE ENCOURAGED TO USE THE HANDBOOKS AS A WORKBOOK AND AS AN OPEN-ENDED RESOURCE BOOK ADDING NOTES AND MATERIALS THAT ARE APPROPRIATE AND CURRENT.

THE TAPE, TO BE USED EFFECTIVELY, SHOULD BE USED SIMULTANEOUSLY WITH THE HANDBOOKS. THE TRAINEE MAY FIND IT HELPFUL TO STOP THE TAPE TO PERMIT CLOSER STUDY OF THE HANDBOOK OR PROVIDE TIME TO WRITE NOTES IN THE HANDBOOK ITSELF.

THIS HANDBOOK IS DIVIDED INTO FOUR MAJOR SECTIONS AND ORGANIZED IN SUCH A WAY AS TO BE OF PRACTICAL VALUE TO LOCAL SCHOOL ASSESSMENT TEAMS. IT IS ESSENTIAL THAT THE TEAM MEMBERS BECOME VERY FAMILIAR WITH THE FORMAT AND THE CONTENT OF THE HANDBOOK. THE HANDBOOK ACTUALLY IS NOT OFFERED AS A "COOKBOOK" APPROACH TO IEP DEVELOPMENT BUT RATHER A FRAMEWORK WITH RESOURCE SECTIONS WHICH CAN BE ADAPTED TO A SCHOOL DISTRICT'S NEEDS. HOLES HAVE BEEN PUNCHED IN ALL PAGES SO THAT WHILE THE HANDBOOK MAY BE USED AS IT IS, IT MAY ALSO BE PLACED IN A LOOSE-LEAF BINDER SO THAT PAGES MAY BE REMOVED FOR INDIVIDUAL USE AND SO A LOCAL SCHOOL SYSTEM WILL BE ABLE TO MAKE ADDITIONS RELEVANT TO ITS OWN SITUATION. SUCH

ADDITIONS FOR EXAMPLE, MIGHT INCLUDE CHANGES IN TIMELINES, CRITERIA FOR ELIGIBILITY, DUE PROCESS PROCEDURES APPROPRIATE FOR MASTER PLAN OR NON-MASTER PLAN DISTRICTS, FORMS RECOMMENDED BY THE LOCAL SYSTEM, ADDITIONAL ASSESSMENT TOOLS AND PERSONAL COMMENTS AND NOTES.

DURING THE INITIAL READING OF THE HANDBOOK, MANY READERS HAVE FOUND IT HELPFUL TO INSERT LABELED DIVIDERS DESIGNATING PARTICULAR SECTIONS LISTED IN THE TABLE OF CONTENTS FOUND ON (PAGE ROMAN NUMERAL V) IN THE HANDBOOK. A SET OF SUCH DIVIDERS HAVE BEEN PROVIDED FOR EACH HANDBOOK AND ARE TO BE INSERTED AT THE CONCLUSION OF THIS SEGMENT OF TRAINING. THE INTRODUCTION FOUND ON PAGES ONE AND TWO GIVES AN OVERVIEW OF THE HANDBOOK'S PURPOSE AND ORGANIZATION.

PART I OF THE HANDBOOK PRESENTS A SYSTEMATIC APPROACH TO IEP DEVELOPMENT BEGINNING ON PAGE 3. THIS ENCOMPASSES WHAT AN IEP INCLUDES WITH AN EXPLANATION OF NUMBERED COMPONENTS WHICH CORRESPOND TO THE SAME NUMBERS LABELED ON AN IEP FORM FOUND ON PAGE 13. SEQUENTIAL STEPS IN IEP DEVELOPMENT FOLLOW ON PAGE 15. A PROPOSED GUIDE, WHICH FOLLOWS TIMELINES SET OUT IN FEDERAL AND STATE LAWS, MOVES STEP-BY-STEP THROUGH THE IEP PROCESS. THESE STEPS, WITH SUGGESTED STRATEGIES AND RECORD FORMS, MOVE SEQUENTIALLY FROM INITIAL IDENTIFICATION TO THE IMPLEMENTATION OF THE IEP. A FICTITIOUS INDIVIDUAL, PAT COLLINS, IS DOCUMENTED THROUGH EACH STEP TO A COMPLETED IEP RESULTING IN PLACEMENT.

PART II OF THE HANDBOOK - ASSESSMENT - CONTAINS TWO MATRICES AND A SECTION OF UNPUBLISHED/INFORMAL ASSESSMENT TOOLS. MATRIX A, PAGE 67, LISTS ALPHABETICALLY ASSESSMENT TOOLS APPROPRIATE FOR EVALUATING THOSE AREAS OF BEHAVIOR AND FUNCTION WHICH MUST BE ASSESSED AS PRESCRIBED BY LAW. THE SECOND MATRIX, MATRIX B, PAGE 69, LISTS THE SAME TESTS GIVING THE KINDS OF INFORMATION REQUIRED FOR PREPARING AN ASSESSMENT PLAN -- A PLAN (WHICH REQUIRES PARENTAL WRITTEN CONSENT) WHICH MUST BE DELIVERED TO THE PARENT WITHIN 15 SCHOOL DAYS AFTER A REFERRAL HAS BEEN MADE. THE UNPUBLISHED/INFORMAL ASSESSMENT TOOLS ARE DESCRIBED ON PAGE

79 AND LISTED ALPHABETICALLY ON PAGE 81. THESE ITEMS MAY BE REMOVED FROM THE HANDBOOK FOR USE. THEY WERE INCLUDED FOR THE SPECIFIC PURPOSE OF PROVIDING ASSESSMENT ITEMS IN SCHOOLS WHERE ASSESSMENT TEAM MEMBERS HAVE A LIMITED SELECTION OF TESTS.

PART III OF THE HANDBOOK - INTERVENTION - BEGINNING ON PAGE 139 PROVIDES A MATRIX OF COMMERCIALY PREPARED INSTRUCTIONAL MATERIALS REFLECTING THE MOST RECENT NEEDS IN SPECIAL EDUCATION, SPECIFICALLY THE IMPLEMENTATION OF PL 94-142. FOLLOWING THE MATRIX ON PAGE 161 A COLLECTION OF SAMPLE RESOURCES OF UNPUBLISHED AND INSTRUCTIONAL TECHNIQUES AND MATERIALS IS PROVIDED.

THE FOURTH MAJOR SECTION OF THE HANDBOOK - THE APPENDICES - BEGINNING ON PAGE 203 OFFERS MODEL IEP'S. A MATRIX ON PAGES 227 AND 228 GIVES THE REQUIRED COMPOSITION FOR MEMBERS OF VARIOUS E & P TEAMS. ADDRESSES FOR VENDORS AND PUBLISHERS AND A HANDBOOK EVALUATION TO BE COMPLETED BY THE READER AFTER COMPLETING THE PROJECT HAPI TRAINING ARE ALSO A PART OF THE APPENDICES.

AT THIS POINT IT IS RECOMMENDED THAT TRAINEES FIRST READ AND FAMILIARIZE THEMSELVES WITH THE CONTENTS OF THE ENTIRE HANDBOOK. IF TWO OR MORE PERSONS ARE TRAINING TOGETHER, AFTER THE HANDBOOK HAS BEEN READ, A DISCUSSION OF TEAM ROLES AND RESPONSIBILITIES IS ENCOURAGED BEFORE PROCEEDING WITH THE NEXT SECTION OF THIS TAPE. THE NEXT SECTION WILL TAKE THE ASSESSMENT TEAM AND E & P COMMITTEE STEP-BY-STEP THROUGH THE IEP PROCESS FROM THE POINT OF INITIAL IDENTIFICATION THROUGH THE WRITING OF THE IEP WHICH MAY RESULT IN AN INITIAL PLACEMENT, A CONTINUATION OF PROGRAM, AN ALTERATION IN PROGRAM, OR A REASSIGNMENT. AT CERTAIN POINTS THROUGH THE TRAINING, TRAINEES WILL BE INSTRUCTED TO COMPLETE PARTICULAR ASSIGNMENTS AND RECORDS BEFORE PROCEEDING FURTHER WITH THE AUDIO TAPED ACTIVITIES. THIS IS INTENDED TO GIVE CLARITY AND CONTINUITY TO THE PROCESS.

AFTER THE READING OF THE HANDBOOKS HAS BEEN COMPLETED AND THE HANDBOOK DIVIDERS HAVE BEEN APPROPRIATELY PLACED, CONTINUE WITH THE AUDIO TAPE THROUGH THE NEXT STEP IN TRAINING. THIS COMPLETES THE FIRST SEGMENT OF THE TRAINING.

SEGMENT II

THE SECOND PORTION OF TRAINING ASSUMES THERE IS A GOOD UNDERSTANDING OF THE ORGANIZATION OF THE HANDBOOK AND ITS CONTENTS. THE TRAINEE SHOULD BE ENCOURAGED AT ANY TIME TO STOP THE TAPE FOR PURPOSES OF LOCATING PARTICULAR ITEMS, REFERRING TO OTHER MATERIALS, TAKING NOTES, COMPLETING DIRECTIONS OR PERHAPS TO PERMIT A SECOND LISTENING TO A PARTICULAR PORTION OF THE TAPE.

THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) MAY WELL BE THE SINGLE MOST IMPORTANT PROVISION IN PL 94-142, SINCE IT IS THE CHILD'S WRITTEN IEP WHICH WILL ULTIMATELY DETERMINE WHETHER OR NOT THE STUDENT'S EDUCATION IS APPROPRIATE AND ADEQUATE.

THE DEVELOPMENT OF AN APPROPRIATE AND EFFECTIVE IEP DOES NOT OCCUR BY CHANCE OR BY ACCIDENT. IT IS NOT BASED SOLELY ON A SINGLE ASSESSMENT TOOL NOR ON ONE PERSON'S INTERPRETATION -- BUT RATHER EVOLVES ACCORDING TO CERTAIN PRECEDURES SET OUT IN PL 94-142 AND THE STATE TITLE 5 REGULATIONS AND LOCAL EDUCATION AGENCY POLICIES.

BEFORE AN IEP CAN BE DEVELOPED, IT IS NECESSARY TO UNDERSTAND WHAT SUCH A WRITTEN PROGRAM INCLUDES. IT WOULD BE HELPFUL TO THE TRAINEE TO REMOVE BLANK IEP FORM FROM THE HANDBOOK NOW. THIS IS FOUND ON PAGES 13, 13a, AND 13b. NOW TURN TO PAGE 7 OF THE HANDBOOK WHERE THE COMPONENTS OF THE IEP AS REQUIRED BY FEDERAL AND STATE LAW ARE LISTED. FOLLOWING ON PAGE 8 THESE SAME COMPONENTS HAVE BEEN DELINEATED TO PROVIDE A GUIDE THAT FLOWS WELL IN WRITING THE IEP. ALL OF THESE CAN BE FOUND ON THE PROJECT HAPI IEP FORM. THIS FORM IS OFFERED AS AN EXAMPLE WHICH INCLUDES ONLY THE INFORMATION REQUIRED BY LAW. LOCAL SCHOOL DISTRICTS MAY FIND THAT ADDITIONAL DATA FOR DISTRICT PURPOSES IS NEEDED OR THAT ANOTHER FORMAT IS BETTER SUITED TO ITS NEEDS THAN THE ONE FOUND IN THE HANDBOOK. IT SHOULD BE NOTED THAT EVERY COMPONENT ON PAGES 7 AND 8 IS FOUND ON THE HAPI IEP FORM AND EACH ITEM REQUIRES A RESPONSE. IN ORDER TO CLARIFY THE COMPONENTS, EACH IS DEFINED ON PAGES 9 THROUGH

12. THE TASK NOW WILL BE TO LOCATE EACH OF THESE COMPONENTS WHICH HAVE BEEN DEFINED AND IDENTIFY THE CORRESPONDING NUMBER ON THE IEP FORM, WHICH YOU HAVE REMOVED FROM THE HANDBOOK AND HAVE IN FRONT OF YOU. THIS FORM WILL SERVE AS A FUTURE REFERENCE IN DETERMINING WHETHER ALL DATA HAS BEEN GATHERED AND WHETHER THE ASSESSMENT HAS BEEN COMPLETE ENOUGH TO PERMIT THE DETERMINATIONS THE ASSESSMENT TEAM AND IEP COMMITTEE MUST MAKE.

WHAT DOES AN IEP INCLUDE?

#1 PERSONALLY IDENTIFIABLE INFORMATION: WITH A COLORED PEN OR PENCIL CIRCLE ALL THE NUMBER ONES IN THE UPPER LEFT-HAND PORTION OF THE IEP FORM. THIS DATA MUST BE ACCURATE AND LEGIBLE. IT INCLUDES THE NAME, BIRTHDATE, SEX, GRADE LEVEL, NUMBER OF YEARS ENROLLED IN SCHOOL, AND A PERSONAL IDENTIFIER WHICH MAY BE A SOCIAL SECURITY NUMBER, A STUDENT NUMBER OR A DESCRIPTION OF PHYSICAL CHARACTERISTICS.

#2 DATES OF INITIATION, ALTERATION AND DURATION OF SPECIAL EDUCATION: THIS INFORMATION IS LOCATED IN THE BOX AT THE TOP LEFT CORNER. THIS INCLUDES DATES OF INITIAL ENROLLMENT IN SPECIAL EDUCATION AND PROJECTED DURATION OF SPECIAL EDUCATION. THE PROJECTED DATE OF PLACEMENT MUST BE SPECIFIED WHEN THE APPROPRIATE PLACEMENT CANNOT BE MADE WITHIN 20 SCHOOL DAYS. IN THAT CASE THE REASON FOR DELAY AND PROJECTED DATE OF PLACEMENT SHALL BE STATED IN THE IEP. IN ADDITION TO THE PROJECTED DATE, A STATEMENT MUST BE WRITTEN GIVING THE REASON FOR THE DELAY. YOU WILL FIND SPACE PROVIDED FOR THIS STATEMENT IN LOWER LEFT-HAND COLUMN ON PAGE 1 OF THE IEP FORM. BE SURE ALL NUMERAL 2'S HAVE BEEN LOCATED AND CIRCLED.

#3 CAREER/VOCATIONAL EDUCATION PROGRAM:
THE REQUIREMENT RULE FOR THIS KIND OF A PROGRAM APPLIES AT ALL GRADE LEVELS. IT IS ASSIGNED A HIGH PRIORITY FOR THE SECONDARY LEVEL. THIS #3 ITEM IS FOUND IN THE UPPER LEFT-HAND BOX ON PAGE 1. AN EXPLANATION OF THE DETERMINATION FOR THIS PROGRAM SHOULD BE INCLUDED IN THE RATIONALE FOR PLACEMENT FOUND UNDER THE HEADING "RATIONALE FOR LEAST

RESTRICTIVE ENVIRONMENT: NUMBERED 9f ON PAGE 1 IN THE LOWER RIGHT-HAND COLUMN.

#4 THE APPROPRIATE PHYSICAL EDUCATION PROGRAM

CIRCLE THE 4 WHICH IS FOUND IN THE SAME BOX ON PAGE 1, LABELED PHYSICAL EDUCATION PROGRAM. THE APPROPRIATE P.E. PROGRAM MUST BE DESIGNATED SUCH AS A REGULAR PHYSICAL EDUCATION PROGRAM FOR NONHANDICAPPED, OR WHETHER ADAPTIVE, REMEDIAL OR ANOTHER SPECIAL PHYSICAL EDUCATION PROGRAM MUST BE PROVIDED. PL 94-142 MANDATES THAT AN APPROPRIATE P.E. PROGRAM SHALL BE PROVIDED WHEREIN THE HANDICAPPED INDIVIDUAL PARTICIPATES COMMENSURATE WITH HIS ABILITIES. AN EXPLANATION FOR THE P.E. DETERMINATION SHOULD ALSO BE INCLUDED UNDER THE RATIONALE FOR LEAST RESTRICTIVE ENVIRONMENT.

#5 EXTENT OF REGULAR CLASS PLACEMENT

CIRCLE #5. THIS APPEARS IN THE SAME SECTION OF THE INFORMATION DATA BOX. THIS COMPONENT IS REFERRED TO AS THE LEAST RESTRICTIVE ENVIRONMENT AND REFERS TO THE PERCENTAGE OF TIME THE STUDENT SPENDS ON A WEEKLY BASIS IN A REGULAR CLASS. A FULL EXPLANATION OF THE LEAST RESTRICTIVE ENVIRONMENT RATIONALE IS INCLUDED IN THE DESCRIPTION IN THE RATIONALE FOR PLACEMENT AT THE BOTTOM OF THE RIGHT-HAND COLUMN ON PAGE 1.

#6 DOMINANT LANGUAGE OF HOME AND PUPIL

THIS IS RECORDED ON PAGE 1 IN THE UPPER RIGHT-HAND COLUMN. CIRCLE NUMBER 6 HERE. THERE IS OTHER INFORMATION CONCERNING THE PARENTS, THE ADDRESS AND SCHOOL DISTRICT OF RESIDENCE WHICH MUST BE COMPLETED. USUALLY THESE ITEMS ARE COMPLETED PRIOR TO THE IEP COMMITTEE MEETING. THE DOMINANT LANGUAGE OF HOME AND PUPIL MUST BE STATED IN THE IEP. HOW THE DETERMINATION IS MADE OF THE DOMINANT LANGUAGE FOR THE CHILD, WHETHER IT IS BY OBSERVATION, BY TEST, OR PARENT REPORT, MUST BE RECORDED IN THE IEP IN THE APPROPRIATE SPACES. OTHER THAN PERSONAL DATA, THE REMAINING INFORMATION WILL BE ESTABLISHED IN COMMITTEE AS A RESULT OF ASSESSMENT, REVIEW OF RECORDS, PARENT INTERVIEW, AND OBSERVATION.

#7 PRESENT LEVELS OF FUNCTION

SEVEN AREAS MUST BE ASSESSED UNLESS IT HAS BEEN DETERMINED BY PREVIOUS PERFORMANCE THAT FUNCTION IS AGE APPROPRIATE. THIS ASSESSMENT MUST BE COMPLETED WITHIN 35 SCHOOL DAYS FROM THE DATE OF RECEIPT OF WRITTEN PARENTAL CONSENT TO ASSESS. THE PURPOSE OF THE TESTING IS TO ESTABLISH THE STUDENT'S LEVELS OF FUNCTIONING AND HIS OR HER STRENGTHS, WEAKNESSES AND NEEDS. THESE AREAS ARE LISTED IN THE LEFT COLUMN ON PAGE 1. INDICATE THIS AREA BY ENCIRCLING NUMBER 7. THESE AREAS ARE (A) COMMUNICATION/LANGUAGE, (B) ACADEMICS, (C) SOCIAL ADAPTATION/EMOTIONAL DEVELOPMENT, (D) PSYCHOMOTOR, (E) PREVOCATION/VOCATIONAL SKILLS, (F) SELF-HELP SKILLS AND (G) LEARNING STYLE INCLUDING (H) LEARNING APPROACH. AGE APPROPRIATE SHOULD BE WRITTEN NEXT TO ANY ITEM FOR WHICH SPECIAL EDUCATION IS NOT INDICATED.

#8 HEALTH STATUS

CIRCLE NUMBER 8. THIS ITEM IS FOUND IN THE LOWER LEFT-HAND COLUMN ON THE FIRST PAGE. ASSESSMENT INCLUDES ALL AREAS RELATED TO THE SUSPECTED DISABILITY INCLUDING, WHEN APPROPRIATE, HEALTH, VISION AND HEARING AS DETERMINED BY A LICENSED NURSE OR A PHYSICIAN. YOU WILL FIND A MATRIX IN APPENDIX B, LISTING WHEN A LICENSED PHYSICIAN'S STATEMENT IS REQUIRED. IT IS NOT A REQUIREMENT FOR ALL HANDICAPPED CHILDREN. HOWEVER, FOR THE VISUALLY IMPAIRED, A WRITTEN REPORT OF AN EYE EXAMINATION BY EITHER A LICENSED PHYSICIAN AND SURGEON OR OPTOMETRIST IS A REQUIREMENT.

CIRCLE #9

RATIONALE FOR PLACEMENT. IT IS FOUND ON PAGE 1 IN THE RIGHT-HAND COLUMN. JUSTIFICATION FOR SPECIAL EDUCATION IS BASED UPON ADEQUATE ASSESSMENT, OBSERVATION AND INFORMATION GATHERED FROM PARENTS, SCHOOL RECORDS, AND MEMBERS OF THE ASSESSMENT COMMITTEE. THIS JUSTIFICATION WHICH IS A RATIONALE, MUST REFLECT ALL AREAS OF NEED IN THE MULTI-DISCIPLINARY ASSESSMENT AND MUST BE DEVELOPED FOR THE INDIVIDUAL STUDENT BY THE COMMITTEE ON THE BASIS OF IDENTIFIED NEEDS.

INCLUDED IN THIS RATIONALE IS A STATEMENT OF A FUNCTIONAL DESCRIPTION OF THE HANDICAP. CIRCLE THE (A). THIS DESCRIPTION INCLUDES THE EDUCATIONAL NEEDS OF A PRIORITY BASIS IN UNDERSTANDABLE LANGUAGE. IT LITERALLY ANSWERS "WHAT'S HIS PROBLEM?"

(B) SPECIFIC SPECIAL EDUCATION TO BE PROVIDED MUST BE A STATEMENT LISTING ALL SPECIAL EDUCATION PROVISIONS WHICH WILL PERMIT THE ACCOMPLISHMENT OF THE GOALS AND OBJECTIVES. THE CAREER AND VOCATIONAL PROGRAM IN WHICH THE PUPIL MAY PARTICIPATE IS WRITTEN. IT IS HERE THAT THE SPECIFIC SPECIAL EDUCATION PROGRAM TO BE PROVIDED MUST BE RECORDED.

(C) RELATED SERVICES REQUIRED MEANS TRANSPORTATION AND SUCH DEVELOPMENTAL CORRECTIVE AND OTHER SUPPORTIVE SERVICES AS REQUIRED TO ASSIST AN INDIVIDUAL TO BENEFIT FROM SPECIAL EDUCATION. THIS INCLUDES SPEECH PATHOLOGY AND AUDIOLOGY, PSYCHOLOGICAL SERVICES, PHYSICAL AND OCCUPATIONAL THERAPY, EARLY IDENTIFICATION, AND ASSESSMENT OF DISABILITIES IN CHILDREN, COUNSELING SERVICES, AND MEDICAL SERVICES FOR DIAGNOSTIC OR EVALUATION PURPOSES. ACCORDING TO THE TITLE 5 REGULATIONS, IT ALSO INCLUDES SCHOOL HEALTH SERVICES, SOCIAL WORK SERVICES IN SCHOOL, AND PARENT COUNSELING AND TRAINING. IT SHOULD BE NOTED THAT LANGUAGE, SPEECH AND HEARING THERAPY BECOMES A RELATED SERVICE WHEN AN INDIVIDUAL WITH SPECIAL NEEDS HAS A SPECIAL CLASS PLACEMENT. WHEN THIS THERAPY IS THE ONLY SPECIAL EDUCATION REQUIRED, SUCH SERVICES ARE RECORDED AS THE SPECIFIC SPECIAL EDUCATION PROGRAM. IN THE EVENT THAT A YOUNGSTER IN A SPECIAL CLASS PROGRAM IS ALSO RECEIVING LANGUAGE/SPEECH THERAPY, THE LANGUAGE/SPEECH OBJECTIVES BECOME A PART OF THE TOTAL IEP AND THE RESPONSIBILITY OF ESTABLISHING THEM LIES WITH THE LANGUAGE/SPEECH SPECIALIST. IN NO CASE DOES ONE CHILD HAVE TWO SEPARATE IEP'S. WE CAN SAY, "ONE CHILD, ONE IEP" REGARDLESS OF THE NUMBER OF RELATED SERVICES REQUIRED.

(D) SPECIAL MATERIALS AND EQUIPMENT TO BE PROVIDED ALSO FOLLOWS UNDER THE RATIONALE FOR PLACEMENT. THE SPECIAL EQUIPMENT OR INSTRUCTIONAL MEDIA THAT IS RECORDED HERE MUST BE PROVIDED BY THE DISTRICT.

THIS INCLUDES SUCH EQUIPMENT AS A BRAILLER AND LARGE PRINT BOOKS AND MATERIALS.

NEXT, (E) PROVISIONS FOR POSSIBLE TRANSITION INTO REGULAR CLASS PROGRAM REQUIRES A STATEMENT PROVIDING FLEXIBILITY SO THAT POSSIBLE TRANSITION INTO THE REGULAR CLASS PROGRAM, IF THE INDIVIDUAL IS TO BE TRANSFERRED FROM A SPECIAL DAY CLASS OR CENTER OR NONPUBLIC SCHOOL INTO A REGULAR CLASS IN A PUBLIC SCHOOL, CAN BE ACCOMPLISHED.

AND LAST (F) RATIONALE FOR LEAST RESTRICTIVE ENVIRONMENT REQUIRES A STATEMENT JUSTIFYING THE SPECIAL EDUCATION PLACEMENT IN BOTH ACADEMIC AND NONACADEMIC AREAS TO ENSURE FULL EDUCATIONAL OPPORTUNITY FOR THE HANDICAPPED INDIVIDUAL WITH NONHANDICAPPED STUDENTS. IT IS IMPORTANT TO KNOW THAT SECTION 504 OF THE REHABILITATION ACT OF 1973 REQUIRES THAT PROVISIONS FOR BUILDING-SITES AND FUNCTIONS BE AVAILABLE TO THE HANDICAPPED SO THEY MAY PARTICIPATE IN SCHOOL ACTIVITIES.

ON PAGE 13a -- THE SECOND PAGE OF THE IEP, CIRCLE NUMBER 10, SECONDARY LEVEL GRADUATION REQUIREMENTS.

IT IS REQUIRED THAT THE GRADUATION REQUIREMENTS ESTABLISHED BY DISTRICT POLICY WHICH MAY INCLUDE ANY ALTERNATIVE MEANS AND MODES NECESSARY FOR THE INDIVIDUAL TO COMPLETE THE DISTRICT'S PRESCRIBED COURSE OF STUDY, AND MEET OR EXCEED PROFICIENCY STANDARDS FOR GRADUATION, MUST BE DOCUMENTED IN THE IEP. SUCH A STATEMENT IS TO BE RECORDED ON PAGE 2 IN THE RIGHT-HAND COLUMN.

#11 AND #12 ARE FOUND ON PAGE 13b
STATEMENT OF ANNUAL GOALS INCLUDING SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE RECORDED ON THE THIRD PAGE OF THE IEP FORM. IN THE CASE OF A LIMITED - ENGLISH-SPEAKING OR A NON-ENGLISH SPEAKING INDIVIDUAL, THE IEP SHOULD PROVIDE FOR LINGUISTICALLY APPROPRIATE GOALS, OBJECTIVES PROGRAM AND SERVICES.

NOW CIRCLE NUMBER 11 ON THE THIRD PAGE. THE ANNUAL GOALS AND GENERAL EDUCATIONAL AIMS DETERMINED BY THE ASSESSMENT COMMITTEE WHICH INCLUDES THE PARENTS AT THE E & P COMMITTEE MEETING. GOALS ARE GENERAL, NOT SPECIFIC, IN TERMS OF THE TASK OR ACTIVITY. THEY ARE NOT TIME-REFERENCED AND DO NOT SPECIFY PROFICIENCY LEVELS. IT IS RECOMMENDED THAT COPIES OF THE ASSESSMENT ANALYSIS AS DESCRIBED LATER IN THE HANDBOOK, OR ANOTHER FORM APPROPRIATE FOR A SCHOOL DISTRICT WHICH PROVIDES DESCRIPTIVE EVIDENCE OF ASSESSMENT INFORMATION AND PROVIDES THE BASIS FOR GOALS, BE ATTACHED TO THE IEP. CERTAINLY THIS ANALYSIS SHOULD BE AVAILABLE AT THE E & P COMMITTEE MEETING FOR CONSIDERATION BY THE ASSESSMENT TEAM AND PARTICULARLY FOR THE PARENT'S INFORMATION WHEN THE IEP IS WRITTEN.

NOW CIRCLE NUMBER 12 ON THE THIRD PAGE OF THE IEP. THE SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE DETERMINED BY THE IEP COMMITTEE AND ARE BASED ON ASSESSMENT AND ALL INFORMATION BROUGHT TO THE COMMITTEE. OBJECTIVES ARE WRITTEN IN A DEFINITIVE MANNER. EACH OBJECTIVE MUST STATE:

- (1) A SPECIFIC OBSERVABLE BEHAVIOR;
- (2) UNDER WHAT CONDITIONS THE TASKS SHALL BE ACCOMPLISHED; AND
- (3) WITHIN WHAT TIME, WITH WHAT DEGREE OF ACCURACY AND/OR AT WHAT LEVELS OF PROFICIENCY THE OBJECTIVES ARE TO BE MET.

NUMBER 13 ON THE SAME PAGE. EVALUATION CRITERIA AND PROCEDURES ARE RECORDED IN THE RIGHT-HAND COLUMN ON THIS PAGE. THIS IS AN IMPORTANT PART OF THE IEP SINCE IT DOCUMENTS WHEN AN OBJECTIVE HAS BEEN ESTABLISHED, ACHIEVED, REVIEWED, REVISED, AND THAT THE PARENT HAS BEEN INFORMED. A REVIEW OF THE IEP AT LEAST ANNUALLY IS REQUIRED BY LAW. SUCH A REVIEW DOES NOT NECESSARILY INDICATE A FULL REASSESSMENT, RATHER IT PROVIDES AN OPPORTUNITY TO MONITOR THE PROGRESS OF THE STUDENT. A FULL ASSESSMENT IS REQUIRED:

- (1) PRIOR TO INITIAL PLACEMENT;
- (2) BEFORE PLACEMENT CHANGE, INCLUDING ADDITIONS AND DELETIONS WITHIN THE SPECIAL EDUCATION PROGRAM;
- (3) UPON TRANSFERRING TO REGULAR CLASSROOM EDUCATION;

- (4) UPON REQUEST BY A TEACHER OR PARENT; AND
- (5) AT LEAST EVERY THREE YEARS IF THE HANDICAPPED INDIVIDUAL REMAINS IN SPECIAL EDUCATION.

#14 ON THIS PAGE DOCUMENTS PERSONS RESPONSIBLE FOR IMPLEMENTING THE GOALS AND OBJECTIVES OF THE IEP.

THE PERSON NAMED IN EACH SHORT-TERM INSTRUCTIONAL OBJECTIVE IS RESPONSIBLE FOR IMPLEMENTING THAT OBJECTIVE. THIS IS DOCUMENTED AT THE CONCLUSION OF EACH INSTRUCTIONAL OBJECTIVE.

NOW TURN BACK TO THE SECOND PAGE OF THE IEP. LOCATE NUMBER 15 AND CIRCLE IT. DETERMINATION OF EXTENDED SCHOOL SERVICES WHEN NEEDED MUST BE DOCUMENTED. SPACE FOR THIS STATEMENT HAS BEEN PROVIDED ON PAGE 2 IN THE CENTER RIGHT-HAND COLUMN. THIS DETERMINATION IS MADE BY THE ASSESSMENT TEAM IN IEP COMMITTEE MEETING.

NUMBER 16. IEP COMMITTEE MEMBERS MUST BE LISTED WITH EACH SIGNATURE (AS PRESCRIBED BY LAW) ACCORDING TO THE SPECIAL CLASS PLACEMENT WHICH IS DETERMINED BY THE GOALS AND OBJECTIVES OF THE IEP. THE PERSON CHARGED AS COMMITTEE COORDINATOR, MUST BE DESIGNATED ON THE SIGNATURE PAGE. COMMITTEE MEMBERS WILL VARY WITH DIFFERENT EDUCATIONAL PLACEMENT. PLEASE REFER TO APPENDIX B FOR FURTHER INFORMATION REGARDING COMMITTEE COMPOSITION.

THE DATED SIGNATURE OF PARTICIPATING COMMITTEE MEMBER MUST APPEAR ON THE IEP. THE SIGNATURE PAGE IS FOUND ON PAGE 2.

NUMBER 17 RIGHTS AND PROTECTION DOCUMENTED.

THIS STATEMENT IS ALSO FOUND ON THE SECOND PAGE OF THE IEP IN THE LOWER RIGHT-HAND COLUMN. ALL PARENTS OR GUARDIANS OF STUDENTS FOR WHOM AN IEP IS WRITTEN MUST RECEIVE A WRITTEN NOTICE OF THEIR RIGHTS AND PROTECTIONS INCLUDING THE RIGHT TO A FAIR HEARING. SIGNATURE AT THIS

POINT DOCUMENTS SUCH RECEIPT AND, FURTHER DOCUMENTS THAT THE PARENT HAS UNDERSTOOD THESE RIGHTS AND PROTECTIONS.

#18 -- IN THE SAME COLUMN DOCUMENTS THE PARENTS' PERMISSION FOR SPECIAL EDUCATION PLACEMENT. NO CHILD CAN RECEIVE SPECIAL EDUCATION SERVICES WITHOUT THIS WRITTEN APPROVAL.

#19 -- ASSURES THAT GOALS, OBJECTIVES, PROGRAMS, AND SERVICES DETERMINED ARE LINGUISTICALLY APPROPRIATE. THIS STATEMENT IS FOUND AT THE TOP OF THE SECOND PAGE OF THE IEP. THIS IS A STATEMENT WHICH SHOULD BE READ CAREFULLY BY ALL TEAM MEMBERS AND IN PARTICULAR THE PARENTS AT THE TIME THE IEP IS BEING WRITTEN.

FOR FURTHER EXPLANATION OF THE 19 COMPONENTS, THE TRAINEE MAY REFER TO PAGES 9-12 OR TO THE FEDERAL REGISTER, TO THE TITLE 5 REGULATIONS, OR TO A RESOURCE PERSON KNOWLEDGEABLE OF THE LAW. NOW THAT YOU HAVE IDENTIFIED ALL THE IEP COMPONENTS BY NUMBER, YOU MAY RETURN THE BLANK IEP FORM TO ITS PLACE IN THE HANDBOOK. YOU WILL FIND THIS IEP FORM, LABELED WITH NUMBERS CORRESPONDING TO THE EXPLANATIONS OF COMPONENTS FOUND ON PAGES 9-12, A HANDY REFERENCE THROUGHOUT THE TRAINING.

THIS COMPLETES THE SECOND SEGMENT OF TRAINING.

SEGMENT III

THE THIRD SEGMENT OF THE TRAINING WILL FOCUS ON THE FIRST STEP OF THE SEQUENTIAL STEPS IN IEP DEVELOPMENT LISTED ON THE GUIDE ON PAGE 5 IN YOUR HANDBOOK. IF YOU NEED EXTRA TIME TO ACQUAINT YOURSELF WITH THESE STEPS, STOP THE TAPE AND DO SO NOW.

STEP ONE: INITIAL IDENTIFICATION, PAGE 16, DISCUSSES THIS PROCESS AND GIVES ATTENTION TO ALTERNATIVES WITHIN REGULAR EDUCATION THAT SHOULD BE CONSIDERED BEFORE A REFERRAL TO AN ASSESSMENT TEAM IS MADE.

IN THE SCHOOL SETTING, DISTRICT SCREENING PROCESSES AND TEACHER OBSERVATION ARE PRIMARY SOURCES FOR MAKING THE INITIAL IDENTIFICATION. THIS TOPIC IS DISCUSSED ON PAGE 16. A FLOW CHART ON PAGE 17 DEPICTS THE IEP PROCESS IN A SCHEMATIC FASHION. STOP THE TAPE AT THIS POINT AND REVIEW THE INFORMATION CONCERNING THE INITIAL IDENTIFICATION AND THE FLOW CHART ON PAGE 17.

AFTER THE INITIAL IDENTIFICATION HAS BEEN MADE, A FORMAL REFERRAL TO THE ASSESSMENT TEAM IS REQUIRED. AT THIS POINT THERE ARE THREE QUESTIONS WHICH NEED TO BE ANSWERED:

#1. WHAT ARE SCREENING ACTIVITIES AS COMPARED TO ASSESSMENT ACTIVITIES?

SCREENING ACTIVITIES ARE NOT CONSIDERED A PART OF THE ASSESSMENT PROCESS AND DO NOT REQUIRE PRIOR PARENTAL APPROVAL, EXCEPT IN THOSE DISTRICTS WHERE POLICY EXISTS TO GAIN PARENTAL APPROVAL ON A "BLANKET PERMISSION." SUCH PERMISSION IS COMMONLY ACQUIRED ANNUALLY AT THE BEGINNING OF THE SCHOOL YEAR OR AT REGISTRATION TIME FOR ROUTINE SCREENING SUCH AS SPEECH AND LANGUAGE DEVELOPMENT, VISION, HEARING, PSYCHOMOTOR DEVELOPMENT, PHYSICAL EDUCATION SKILLS, HEALTH AND GROWTH PROGRESS AND ACADEMIC ACHIEVEMENT. THE POINT AT WHICH SCREENING CEASES IS THAT POINT WHEN MEASURES ARE USED WITH LESS THAN AN ENTIRE CLASS.

QUESTION #2: WHAT ARE THE MANDATED PROCEDURES WHICH PERMIT ASSESSMENT? WHEN AN INDIVIDUAL IS SINGLED OUT FOR FURTHER CONSIDERATION THE IEP PROCESS HAS BEGUN AND A FORMAL REFERRAL IS REQUIRED.

IT IS AT THIS TIME A REFERRAL TO THE ASSESSMENT TEAM IS MADE. AN EXAMPLE OF SUCH A FORM CAN BE FOUND ON PAGE 19, WHICH INCLUDES MUCH OF THE PERSONALLY IDENTIFIABLE INFORMATION NEEDED IN IEP DEVELOPMENT. ON THE FOLLOWING PAGE 19A A COMPLETED REFERRAL TO THE ASSESSMENT TEAM IS PRESENTED FOR A FICTITIOUS CHILD "PAT COLLINS". THIS SAME CHILD WILL BE FOLLOWED THROUGHOUT THE IEP PROCESS TO AID IN CLARIFYING EACH STEP. THIS REFERRAL, UPON COMPLETION, IS DIRECTED TO THE APPROPRIATE ASSESSMENT TEAM COORDINATOR. EACH SCHOOL DISTRICT, WHETHER MASTER PLAN OR NON-MASTER PLAN, IS CHARGED WITH SETTING UP ASSESSMENT PROCEDURES. AN IEP PROCESS LOG IS PRESENTED ON PAGES 21 AND 22 TO AID THE ASSESSMENT TEAM COORDINATOR PLAN AND DOCUMENT EACH STEP ONCE A REFERRAL HAS BEEN RECEIVED. THIS LOG FOLLOWS THE ORDER OF THE IEP FLOW CHART.

WHEN REFERRAL TO THE ASSESSMENT TEAM HAS BEEN MADE, IT IS REQUIRED THAT A NOTIFICATION BE MADE TO THE PARENTS THAT THEIR CHILD HAS BEEN REFERRED TO THE ASSESSMENT TEAM DUE TO CONCERNS ABOUT SCHOOL PERFORMANCE. THE PARENT NOTIFICATION OF REFERRAL MUST INCLUDE A COPY OF PARENTS' RIGHTS. WITHIN 15 SCHOOL DAYS THE LAW MANDATES THE FOLLOWING EVENTS WILL HAVE OCCURRED:

- A. PARENTS WILL HAVE RECEIVED THIS NOTICE OF REFERRAL AND PARENTS' RIGHTS, INCLUDING A STATEMENT OF POSSIBLE PROGRAM ALTERNATIVES,
- B. COMPLETE THE ASSESSMENT PLAN, AND
- C. INFORM THE PARENTS OF THE CONTENT OF THE ASSESSMENT PLAN REQUESTING WRITTEN PARENTAL CONSENT TO ASSESS.

QUESTION #3: AT WHAT POINT CAN ASSESSMENT COMMENCE?

ASSESSMENT OF AN INDIVIDUAL CAN BEGIN ONLY AFTER WRITTEN PARENTAL CONSENT HAS BEEN RECEIVED EVEN THOUGH THE PARENT MAY HAVE BEEN THE ONE TO INITIATE THE REFERRAL, EITHER ORALLY OR IN WRITING.

YOUR FIRST TASK IN THE DEVELOPMENT OF AN IEP FOR YOUR PROJECT STUDENT IS INDICATED NOW. YOU WILL FIND THE NECESSARY FORMS IN YOUR TRAINING PACKET. FOR YOUR PROJECT STUDENT, COMPLETE THE FOLLOWING:

1. THE REFERRAL TO THE ASSESSMENT TEAM, AND
2. ACTING AS THE TEAM COORDINATOR, LOG IN ITEM ONE ON YOUR IEP PROCESS LOG.

WHEN THESE TWO TASKS HAVE BEEN COMPLETED, CONTINUE WITH THE TRAINING TAPE. THIS CONCLUDES THE THIRD SEGMENT OF YOUR TRAINING.

WITH THE REFERRAL TO THE ASSESSMENT TEAM COMPLETED FOR YOUR PROJECT STUDENT, AND HAVING IT LOGGED IN, YOU ARE NOW READY TO PROCEED TO THE SECOND STEP IN THE IEP PROCESS: INITIATING A REFERRAL: PLANNING USING THE ASSESSMENT RECORD ... PAGE 23.

UPON FORMAL REFERRAL FOR ASSESSMENT, THE TEAM, WITH ONE MEMBER DESIGNATED AS ITS COORDINATOR IN ACCORDANCE WITH LOCAL DISTRICT PROCEDURES, IS CHARGED WITH DEVELOPING AN ASSESSMENT PLAN. THIS PLAN MUST BE WRITTEN IN ORDINARY LANGUAGE DESCRIBING THE PROCEDURES, THE TESTS, RECORDS OR REPORTS PROPOSED FOR USE IN THE ASSESSMENT PROCESS.

TO GET THE BALL ROLLING AND ACCOMPLISH THOSE STEPS SET OUT UNDER ITEM 2 ON THE IEP PROCESS LOG, THE ASSESSMENT RECORD FORM FOUND ON PAGE 25 PROVIDES A GUIDE SO THAT ALL AREAS TO BE ASSESSED AS MANDATED BY LAW ARE EVALUATED.

PLANNING IN SUCH A FASHION ELIMINATES THE POSSIBILITY OF EITHER DUPLICATING OR NEGLECTING ANY ASSESSMENT AREA WHICH MUST BE CONSIDERED FOR IEP DEVELOPMENT AND SPECIAL EDUCATION PLACEMENT. PAGE 25a SHOWS AN EXAMPLE OF A COMPLETED ASSESSMENT RECORD FOR THE FICTITIOUS CHILD WHO IS FOLLOWED AS AN EXAMPLE THROUGH THE IEP PROCESS.

TO AID IN THE SELECTION OF INSTRUMENTS APPROPRIATE FOR AN INDIVIDUAL, TURN TO THE ASSESSMENT MATRIX A, BEGINNING ON PAGE 61, HERE TESTS ARE LISTED ALONG WITH THOSE AREAS OF BEHAVIOR FOR WHICH EACH INSTRUMENT IS INTENDED TO ASSESS. LET'S ASSUME YOU ARE SEEKING A MEASURE FOR EVALUATING LEARNING STYLE, SOMETHING THAT WILL HELP IDENTIFY STRENGTHS AND WEAKNESSES. ON PAGE 64 THE LEARNING STYLE INDICATOR CHECKLIST IS LISTED AS SUCH A TOOL. BUT MORE INFORMATION IS NEEDED BEFORE THE DECISION IS MADE TO USE IT. THAT INFORMATION CAN BE FOUND IN MATRIX B, PAGES 69 TO 78. NOW FIND LEARNING STYLE CHECKLIST IN THIS MATRIX ON PAGE 74. HERE INFORMATION WHICH IS REQUIRED FOR PREPARING THE ASSESSMENT PLAN IS FOUND. YOU WILL NOTE ITS SOURCE IS THE HAPI HANDBOOK, IN WHICH CASE IT WILL APPEAR IN THE HANDBOOK WITH UNPUBLISHED/INFORMAL

ASSESSMENT TOOLS. AN INDEX OF THESE TOOLS IS LISTED ON PAGE 81. YOU WILL FIND THAT, INDEED, THE LEARNING STYLE INDICATOR CHECKLIST IS LISTED AND CAN BE FOUND IN ITS ENTIRETY ON PAGE 111. TURNING NOW TO 111, YOU HAVE LOCATED THE LEARNING STYLE INDICATOR CHECKLIST ALONG WITH DIRECTIONS FOR ITS USE. LET'S ASSUME THIS TEST DOES SATISFY THE NEEDS FOR ASSESSMENT FOR A GIVEN CHILD. NOW LIST THIS TEST UNDER LEARNING STYLE ON THE ASSESSMENT RECORD. THE PERSON WHO WILL ADMINISTER IT CAN ALSO BE DESIGNATED. NOW YOU HAVE THE INFORMATION YOU NEED TO DESCRIBE THIS TOOL IN THE ASSESSMENT PLAN WHICH MUST BE SUBMITTED TO THE PARENT FOR WRITTEN CONSENT TO ASSESS.

FOR THE PURPOSES OF THIS TRAINING PROCEED WITH ASSESSMENT PLANNING BY LISTING TESTS APPROPRIATE FOR THE INDIVIDUAL TO BE ASSESSED. UNDER THE HEADINGS VISION AND HEARING, YOU WILL NEED TO CHECK THE HEALTH CARD OR RECORD TO DETERMINE IF SCREENING OR OTHER TESTING HAS ESTABLISHED THESE SENSORY ACUITIES. IF THIS INFORMATION IS LACKING, THE SCHOOL NURSE AND/OR AUDIOLOGIST WILL BECOME A PART OF THE ASSESSMENT TEAM AND THIS SHOULD BE LOGGED IN ON THE ASSESSMENT RECORD. AS NOTED BEFORE, A WRITTEN REPORT OF AN EYE EXAMINATION BY EITHER A LICENSED PHYSICIAN AND SURGEON OR OPTOMETRIST IS REQUIRED FOR CONSIDERING SPECIAL EDUCATION SERVICES FOR A VISUALLY IMPAIRED STUDENT. AN EYE MEDICAL REPORT FORM, PAGE 37b, PROVIDES A FORMAT FOR COLLECTING MEDICAL DATA WHICH MAY BE USEFUL IN PLANNING INTERVENTION.

ALL THE AREAS OF BEHAVIOR AND FUNCTION LISTED ON THE ASSESSMENT RECORD APPLY TO ALL HANDICAPPED CHILDREN REGARDLESS OF SUSPECTED DISABILITY. HOWEVER, IF THE SUSPECTED DISABILITY IS VISUALLY IMPAIRED, THEN THE POSSIBLE NEED FOR INSTRUCTION IN ORIENTATION AND MOBILITY MUST BE CONSIDERED. WHEN THERE IS EVIDENCE TO SUPPORT SUCH A NEED, THE E & P TEAM WILL INCLUDE A CREDENTIALLED ORIENTATION AND MOBILITY INSTRUCTOR. THE PLANNING FOR THIS TYPE OF ASSESSMENT WILL BE RECORDED ON THE ASSESSMENT RECORD UNDER PREVOCATIONAL/VOCATIONAL, AND SELF-HELP SKILLS.

PREVIOUS TRAINEES HAVE FOUND THE ASSESSMENT MATRICES AND THE UNPUBLISHED/ INFORMAL ASSESSMENT TOOLS OF CONSIDERABLE HELP IN SELECTING TESTS. YOU ARE ENCOURAGED TO BECOME FAMILIAR WITH THESE MATERIALS. SEVERAL SAMPLES OF LISTED ASSESSMENT TOOLS HAVE BEEN INCLUDED IN YOUR TRAINING PACKET FOR YOUR INFORMATION. BEFORE PROCEEDING WITH YOUR NEXT TRAINING ASSIGNMENT, TURN TO PAGE 27 OF YOUR HANDBOOK. STEP 3. SELECTION OF ASSESSMENT TOOLS IS CONSIDERED HERE.

THE SELECTION OF APPROPRIATE ASSESSMENT TOOLS IS CRUCIAL. THE PERSON ADMINISTERING A TEST MUST BE APPROPRIATELY CREDENTIALLED OR LICENSED. WHATEVER INSTRUMENTS SELECTED MUST ALSO BE LINGUISTICALLY APPROPRIATE FOR THE STUDENT. CONSIDERATION NEEDS TO BE GIVEN CRITERION-REFERENCED MATERIALS. THESE TOOLS OFTEN GIVE MORE INFORMATION FOR DIAGNOSTIC PURPOSES AND PLANNING INTERVENTION THAN CAN BE GAINED FROM NORM-REFERENCED TESTS.

THE PLANNING OF THE ASSESSMENT IS DONE IN COMMITTEE, JUST AS THE WRITING OF THE IEP IS WRITTEN IN COMMITTEE AND THIS COMMITTEE INCLUDES THE PARENT AS AN ACTIVE DECISION MAKING MEMBER. IT CANNOT BE TOO HEAVILY STRESSED, THAT PARENT INVOLVEMENT THROUGHOUT THE ASSESSMENT PROCESS SHOULD BE ENCOURAGED. EVERY EFFORT SHOULD BE MADE TO KEEP THE PARENT INFORMED AND PARTICIPATING AND THESE EVENTS SHOULD BE DOCUMENTED IN THE CHILD'S RECORDS.

ALL TEAM MEMBERS SHOULD CLEARLY UNDERSTAND THE STANDARDS AND PROCEDURES FOR ASSESSMENT AS DEFINED IN TITLE 5 REGULATIONS. IF YOU HAVE QUESTIONS ABOUT INFORMATION ON PAGES 23 THROUGH 37, BE SURE TO GET CLARIFICATION BEFORE YOU PROCEED WITH THE TRAINING TAPE. YOU CAN REFER TO THE TITLE 5 REGULATIONS OR TO YOUR RESOURCE PERSON.

YOUR ASSIGNMENT AT THIS TIME IS TO:

- (1) SELECT THE APPROPRIATE TOOLS FOR YOUR PROJECT STUDENT USING PART II IN YOUR HANDBOOK ENTITLED "ASSESSMENT".

- (2) LIST TESTS AND EXAMINERS ON THE ASSESSMENT RECORD FOR YOUR PROJECT STUDENT, ENTERING DATES AS THE ASSESSMENT PROCEEDS.

REMEMBER, YOU WOULD BE ONLY ONE MEMBER OF AN ASSESSMENT TEAM IN DEVELOPING THE ASSESSMENT PLAN. BUT UNLESS YOU ARE TRAINING WITH A TEAM, IT WILL BE NECESSARY FOR YOU TO ASSUME ALL THE ROLES OF THE TEAM FOR THE PURPOSES OF THIS TRAINING SO THAT YOU WILL UNDERSTAND THE ENTIRE IEP PROCESS.

THIS CONCLUDES THE FOURTH SEGMENT OF THE TRAINING. WHEN YOU HAVE COMPLETED THE ASSESSMENT RECORD FOR YOUR PROJECT STUDENT, PLEASE PROCEED WITH THE NEXT PORTION OF THE TAPED TRAINING. YOU MAY STOP THE TAPE AT THIS POINT.

SEGMENT V

THROUGH PARTICIPATION IN THE FIRST 4 PORTIONS OF THIS TAPED TRAINING YOU HAVE BECOME WELL ACQUAINTED WITH THE HANDBOOK, YOU HAVE LEARNED WHAT AN IEP MUST INCLUDE, YOU HAVE BEEN ACTIVELY INVOLVED IN THE SELECTION OF APPROPRIATE ASSESSMENT TOOLS FOR YOUR PROJECT STUDENT, AND YOU HAVE PREPARED THE ASSESSMENT RECORDS EMPLOYING THE HANDBOOK TO AID IN DEVELOPING THE ASSESSMENT PLAN.

IT MUST BE EMPHASIZED AGAIN, THAT THE ENTIRE IEP PROCESS IS A MULTI-DISCIPLINARY TEAM PROCEDURE WITH ONE MEMBER DESIGNATED AS A COORDINATOR AND THAT THIS TEAM ALSO INCLUDES THE PARENT. THE TEAM COORDINATOR IS CHARGED WITH COORDINATING THE ASSESSMENT PROCEDURES, TIMELINES, AND SCHEDULING FOR THE IEP MEETING IN ACCORDANCE WITH LOCAL POLICIES OR PROCEDURES.

THE NOTIFICATION OF REFERRAL ASSESSMENT PLAN, PAGE 31, CAN NOW BE EASILY DRAWN UP, BASED ON THE INFORMATION ON THE "REFERRAL TO ASSESSMENT TEAM" AND THE PLANNING WITH THE ASSESSMENT RECORD. YOU WILL FIND MATRICES A AND B USEFUL IN PREPARING THIS ASSESSMENT PLAN. THIS PLAN MUST BE SUBMITTED TO THE PARENTS REQUESTING WRITTEN PARENTAL CONSENT FOR ASSESSMENT AS DESCRIBED IN THE TITLE 5 REGULATIONS. PREPARATION OF THIS ASSESSMENT PLAN IS A TEAM FUNCTION AND ITS DEVELOPMENT SHOULD FOLLOW THE PROCEDURES SET UP BY THE LOCAL DISTRICT. NO ASSESSMENT CAN BE INITIATED UNTIL WRITTEN PARENTAL CONSENT HAS BEEN RECEIVED. WITHIN 35 SCHOOL DAYS AFTER RECEIPT OF THIS CONSENT, THE ASSESSMENT, DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES AND THE DEVELOPMENT OF AN IEP IN COMMITTEE SHALL HAVE TAKEN PLACE IN COMPLIANCE WITH STATE AND FEDERAL REGULATIONS. THE PARENT AS A TEAM MEMBER SHOULD BE INVITED TO BE INVOLVED IN THE ASSESSMENT PROCESS AND TO BE INFORMED AS IT PROGRESSES. THIS PORTION OF THE TRAINING WILL FOCUS ON STEP 4: DEVELOPING THE ASSESSMENT PLAN AND STEP 5: PARENTAL NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN. A QUICK REVIEW OF PAGES 29 THROUGH 33 IN THE HANDBOOK IS ADVISED AT THIS POINT. AS YOU REVIEW THESE PAGES BE SURE TO ACQUAINT YOURSELF WITH THE NOTIFICATION OF REFERRAL FORM

FOUND ON 31 AND 31B. STOP THE TAPE AT THIS POINT UNTIL THESE TASKS HAVE BEEN COMPLETED.

AS THE TEAM COORDINATOR, FOLLOWING THE "IEP PROCESS LOG" WILL AID IN COMPILING OF INFORMATION FROM OTHER TEAM MEMBERS AND DRAWING UP THE ASSESSMENT PLAN.

THE FORM OFFERED IN THE HANDBOOK ON PAGE 31 ACCOMPLISHES TWO TASKS. IT PROVIDES THE PARENT WITH (1) A WRITTEN NOTIFICATION OF REFERRAL FOR ASSESSMENT AND (2) PROVIDES THE ASSESSMENT PLAN FOR CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES. AT THE TEAM MEETING IN WHICH THE ASSESSMENT PLAN IS WRITTEN, THE TEAM COORDINATOR SHOULD ALSO PROVIDE OTHER MEMBERS WITH APPROPRIATE FORMS FOR GATHERING AND COMPILING OF ASSESSMENT DATA, AND ESTABLISH TIMELINES FOR EVENTS IN THE IEP PROCESS TO OCCUR.

WITH THIS BACKGROUND, YOUR ASSIGNMENT NOW, IS TO PREPARE THE "NOTIFICATION OF REFERRAL-PARENT CONSENT TO ASSESSMENT PLAN--CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES FORM" FOR YOUR PROJECT STUDENT. SUCH A FORM IS PROVIDED FOR YOUR USE IN THE PACKET OF TRAINING MATERIALS. IT IS SUGGESTED THAT YOU REFER TO THE COMPLETED FORM FOR THE FICTITIOUS PAT COLLINS, PAGE 31B, IN PREPARING ONE FOR YOUR STUDENT. THE TESTS YOU LIST SHOULD BE COPIED FROM YOUR ASSESSMENT RECORD. IT IS ASSUMED FOR THE PURPOSES OF THIS TRAINING THAT YOU WILL BE RESPONSIBLE FOR DELIVERING THIS NOTICE TO THE PARENT INCLUDING PARENTS' RIGHTS, OBTAINING CONSENT TO ASSESS, NOTIFYING OTHER TEAM MEMBERS THAT CONSENT HAS BEEN OBTAINED, AND DOCUMENTING ALL OF THIS ON THE "IEP PROCESS LOG" THROUGH ITEM 4.

WITH THESE INSTRUCTIONS CLEARLY UNDERSTOOD, PROCEED WITH DRAWING UP THE NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN. WHEN THIS HAS BEEN COMPLETED, RESUME THE TRAINING ON SEGMENT VI. STOP THE TAPE NOW.

SEGMENT VI

FOR PURPOSES OF THIS TRAINING, IT IS PRESUMED THAT THE WRITTEN PARENTAL CONSENT TO ASSESS HAS BEEN RECEIVED NOW, DOCUMENTED ON THE IEP PROCESS LOG, AND ALL ASSESSMENT TEAM MEMBERS HAVE BEEN NOTIFIED THAT ASSESSMENT MAY PROCEED ACCORDING TO THE ASSESSMENT PLAN AND TIMELINES PREVIOUSLY ESTABLISHED.

THIS TRAINING SESSION WILL ADDRESS STEP 6. CONDUCTING THE ASSESSMENT, PAGES 34 THROUGH 37D. THERE IS CONSIDERABLE INFORMATION IN THIS STEP WHICH IS EXPECTED TO BE OF HELP TO YOU IN THE EFFICIENT USE OF TIME AND INFORMATION IN CONDUCTING THE ASSESSMENT, RECORDING ASSESSMENT RESULTS, GATHERING DEVELOPMENTAL AND SCHOOL HISTORY, AND IN DETERMINING ELIGIBILITY FOR SPECIAL EDUCATION PROGRAMMING. AS YOU REVIEW THIS SECTION--STEP 6--BE SURE TO LOOK CAREFULLY AT THE FORMS. STOP THE TAPE AT THIS POINT AND RESUME IT AFTER YOU HAVE COMPLETED THE REVIEW OF THIS INFORMATION.

WITH YOUR BOOK OPEN AT PAGE 34 YOU ARE READY TO RECORD OBSERVATIONS AND REPORTS THAT ARE AVAILABLE FROM THE CUMULATIVE RECORDS, HEALTH CARDS, AND PARENTAL INTERVIEW. EACH TEAM MEMBER DESIGNATED AS AN EXAMINER ON THE ASSESSMENT PLAN WILL RECORD HIS OWN FINDINGS ON THE ASSESSMENT ANALYSIS. A SAMPLE OF THIS FORM IS ON PAGE 35. A COMPLETED ANALYSIS FOR THE FICTITIOUS PAT COLLINS ON PAGE 35A IS A COMPILATION OF ALL ASSESSMENT RESULTS TO BE CONSIDERED.

A REMINDER MAY BE IN ORDER AT THIS POINT REGARDING CONFIDENTIALITY. EACH PUBLIC EDUCATION AGENCY HAS ESTABLISHED WRITTEN PROCEDURES AND POLICIES RELATING TO THE CONFIDENTIALITY OF PUPIL RECORDS. CERTAIN ASPECTS ARE MANDATED BY LAW. EACH MEMBER OF THE TEAM MUST ASSUME THE RESPONSIBILITY TO BE KNOWLEDGEABLE OF THESE PROCEDURES AND ADHERE TO THEM.

NONDISCRIMINATORY TESTING IS MANDATED. ASSESSMENT MUST BE ADMINISTERED BY APPROPRIATELY LICENSED OR CREDENTIALLED PERSONNEL WHO ARE COMPETENT IN BOTH ORAL AND WRITTEN SKILLS OF THE INDIVIDUAL'S PRIMARY LANGUAGE OR MODE OF COMMUNICATION AND MUST HAVE BOTH A KNOWLEDGE AND UNDERSTANDING OF THE STUDENT'S CULTURAL AND HISTORICAL HERITAGE. IN ADDITION, WHEN IT IS DETERMINED THAT THE STUDENT IS LIMITED-ENGLISH-SPEAKING OR NON-ENGLISH-SPEAKING THE ASSESSMENT SHALL BE CONDUCTED IN THAT STUDENT'S LANGUAGE. TESTS AND PROCEDURES MUST CONFORM WITH THE DEPARTMENT GUIDELINES REGARDING NONDISCRIMINATORY ASSESSMENT. ANYONE INVOLVED IN ASSESSMENT IS OBLIGATED TO BE INFORMED REGARDING THIS ISSUE.

EVERY ASSESSMENT MUST INCLUDE ADEQUATE PROCEDURES FOR THE IDENTIFICATION OF PERCEPTUAL PROBLEMS WHICH MAY BE MANIFESTED IN LEARNING PROBLEMS.

THE ACCURACY OF RECORDING THE RESULTS OF TEST DATA CANNOT BE OVEREMPHASIZED--ACCURACY IN INTERPRETING THE RESULTS PRESUMES CAREFUL ANALYSIS. OFTEN THE SCORE ITSELF IS OF LESSER VALUE THAN THE OBSERVATION OF BEHAVIOR AND FUNCTION DURING THE EVALUATION--AND THIS SHOULD BE NOTED.

A NUMBER OF STANDARDIZED TESTS ARE AVAILABLE WITH ESTABLISHED VALIDITY AND RELIABILITY. NORM-REFERENCED TESTS HAVE CONVENTIONALLY BEEN USED TO MEASURE ABILITIES, HOWEVER, MANY OF THESE TESTS PROVE OF LITTLE USE IN PLANNING INSTRUCTIONAL INTERVENTION. ON THE OTHER HAND, CRITERION-REFERENCED TESTS CHARACTERISTICALLY DO PROVIDE INFORMATION DEFINING PRESENT LEVEL OF FUNCTION AND STATE OF DEVELOPMENT. ASSESSMENT MUST ESTABLISH WHERE THE INDIVIDUAL IS NOW AND WHAT THE NEXT STEP NEEDS TO BE. BY RECORDING AND ANALYZING TEST DATA ON THE ASSESSMENT ANALYSIS FORM, INFORMATION IS ORGANIZED TO SHOW WHERE STRENGTHS LIE AND WHERE NEEDS EXIST. THEN, BASED ON THESE TWO CONCERNS--STRENGTHS AND NEEDS--POSSIBLE SOURCES OF INTERVENTION CAN BE PLANNED. THIS ASSESSMENT ANALYSIS HAS PROVEN TO BE OF PEAL HELP IN IEP DETERMINATIONS AND IN THE WRITING OF GOALS AND OBJECTIVES IN COMMITTEE. IT IS SUGGESTED

THAT THE COORDINATING TEAM MEMBER COMPILE ALL THE ASSESSMENT RESULTS ON THE ASSESSMENT ANALYSIS FORMS AND THEN HAVE THIS COMPILATION AVAILABLE FOR THE TEAM, INCLUDING THE PARENTS, FOR IEP DEVELOPMENT AND DETERMINATION OF SPECIAL EDUCATIONAL SERVICES. SUCH A COMPILATION MAY BE ATTACHED TO THE IEP, INCLUDING THE WRITTEN REPORT OF THE EYE EXAMINATION.

TO DEMONSTRATE THE VALUE OF THE ASSESSMENT ANALYSIS, REMOVE THE ANALYSIS PREPARED FOR PAT COLLINS WHICH IS A COMPILATION FROM ALL EXAMINERS. IT IS FOUND ON PAGE 35A. ARRANGE IT IN FRONT OF YOU VERTICALLY. THIS WILL PERMIT YOU TO READ VERTICALLY UNDER EACH HEADING. TO PERMIT YOU TO ARRANGE THE ASSESSMENT ANALYSIS VERTICALLY IN FRONT OF YOU, STOP THE TAPE HERE AND START AGAIN WHEN YOU HAVE THE ASSESSMENT ANALYSIS READY TO REVIEW.

NOW, WITH A COMPILATION OF ALL TESTS, REPORTS, AND OBSERVATIONS RECORDED ON THE ASSESSMENT ANALYSIS FOR PAT COLLINS, THE COMMITTEE IS PRESENTED WITH AN ORGANIZED SUMMARY OF FINDINGS.

READING VERTICALLY THROUGH COLUMN ONE--ASSESSMENT--THE ANALYSIS SHOWS THAT ALL AREAS OF FUNCTION AS REQUIRED BY LAW HAVE BEEN ASSESSED. NOW NOTE THE RESULTS RECORDED IN THE SECOND COLUMN. A PICTURE OF THIS CHILD'S LEVELS OF FUNCTION NOW BEGIN TO EMERGE. COLUMN 3--LEARNING STRENGTHS/STYLES RATES, ETC. CORRELATES WITH THE FINDINGS IN COLUMN TWO, SHOWING THE AUDITORY MODALITY AS BEING STRONG. COLUMN 4--WEAKNESS/NEEDS--POINTS UP THE NEED FOR TACTILE IDENTIFICATION SKILLS, INCLUDING THE NEED FOR DEVELOPING CONSISTENT SKILLS IN PERFORMING BRAILLE TASKS. NOTE, TOO, THE COMMENT REGARDING NEED FOR DEVELOPING INDEPENDENT SKILLS IN THE AREAS OF SELF-HELP AND SOCIAL/EMOTIONAL DEVELOPMENT. THE LAST COLUMN--SUGGESTED RECOMMENDATIONS, STRATEGIES, MATERIALS, ETC.--PROVIDES EACH EXAMINER AN OPPORTUNITY TO RECORD POSSIBILITIES FOR INTERVENTION. NOTE THE COMMON ELEMENT RUNNING THROUGH THIS INFORMATION--THE NEED TO DEVELOP INDEPENDENT SKILLS, INTERFACING SUCH INSTRUCTION IN SITUATIONS WITH NONHANDICAPPED PEERS. IN THE EVENT

THAT RELATED SERVICES, SUCH AS SPEECH/LANGUAGE THERAPY OR INSTRUCTION IN ORIENTATION AND MOBILITY WERE INDICATED, THE ASSESSMENT ANALYSIS WOULD INCLUDE REPORTS FROM THESE ADDITIONAL EXAMINERS, TOO.

BY CONSIDERING ALL OF THE RESULTS LISTED ON THE TOTAL ANALYSIS IT CAN BE ESTABLISHED THAT THE ANALYSIS INDICATES ASSESSMENT WAS ADEQUATE TO THE EXTENT THAT:

1. AREAS OF SUSPECTED DISABILITIES WERE EVALUATED.
2. EDUCATIONAL PROBLEMS WERE IDENTIFIED.
3. PERTINENT DATA WERE RECORDED AND DATED INCLUDING THE MEDICAL REPORT.
4. APPROPRIATE TOOLS WERE CAREFULLY SCORED AND ANALYZED.
5. LEARNING RATE IN THE PAST SHOWS ACADEMIC PROGRESS HAS BEEN ABOUT .5 ANNUALLY, WITH DEPRESSED RESULTS IN SKILLS FOR INDEPENDENT LIVING AND INTERACTING WITH OTHER CHILDREN.
6. LEARNING STYLE APPEARS TO BE AUDITORY WITH NEED TO DEVELOP FINER TACTILE-KINESTHETIC SKILLS.

AS YOUR ASSESSMENT PROCEDURES ARE COMPLETED FOR YOUR PROJECT STUDENT, RECORD THEM ON THE ASSESSMENT ANALYSIS. ALL OF THE DETERMINATIONS FOR WRITING THE IEP SHOULD BE BASED ON THE INFORMATION YOU WILL HAVE RECORDED HERE. PROCEED WITH THE GATHERING OF DATA AS DESCRIBED IN YOUR ASSESSMENT PLAN, COMPILING ON THE ASSESSMENT ANALYSIS THE RESULTS FROM ALL SOURCES.

USING THE "ASSESSMENT CONSIDERATIONS" LISTED ON PAGE 37D, DETERMINE WHETHER THE ASSESSMENT FOR YOUR PROJECT STUDENT HAS PROVIDED YOU WITH ADEQUATE INFORMATION. IF IT HAS, YOU SHOULD THEN CHECK OFF #5 ON YOUR IEP PROCESS LOG.

WHEN THE ASSESSMENT ANALYSIS HAS BEEN COMPLETE, START THE TAPE FOR THE NEXT SEGMENT OF TRAINING. THIS CONCLUDES THE SIXTH SEGMENT OF THE TRAINING.

SEGMENT VII

YOU HAVE COMPLETED THE FIRST SIX STEPS IN DEVELOPING AN IEP. THE TEAM COORDINATOR IS NOW RESPONSIBLE FOR NOTIFYING THE PARENTS OF THE MEETING TO DEVELOP THE IEP. THIS MAY NEED TO BE A TWO MEETING ARRANGEMENT AS WAS DONE IN THE CASE OF PAT COLLINS. PLEASE REFER AT THIS POINT TO PAGE 21--THE IEP PROCESS LOG, ITEM #6. LISTED HERE ARE THE STEPS WHICH MUST BE ACCOMPLISHED WITH THE PARENTS NOW. THE DECISION TO BE MADE IS WHETHER OR NOT A NEED EXISTS FOR MORE THAN ONE MEETING TO SUMMARIZE RESULTS, CONSIDER ELIGIBILITY AND SERVICES NEEDED, WRITE THE IEP AND DETERMINE PLACEMENT.

PRIOR TO THE E & P MEETING, TEAM MEMBERS ARE ADVISED TO BRING TO THE MEETING WRITTEN NOTES WHICH WILL AID IN THE WRITING OF GOALS AND OBJECTIVES. HOWEVER, THE ACTUAL WRITING OF GOALS AND OBJECTIVES ON THE IEP FORM IS DONE IN COMMITTEE.

IN PREPARATION FOR THIS MEETING, EACH TEAM MEMBER MUST CONSIDER--ON THE BASIS OF ASSESSMENT RESULTS--APPROPRIATE GOALS AND OBJECTIVES. STEP 7: DETERMINING GOALS AND OBJECTIVES, ON PAGES 39 AND 40 DISCUSSES THE TOPIC. PLEASE TURN TO THIS STEP NOW--PAGE 39, AND REVIEW THE INFORMATION THERE.

THE LISTS OF EDUCATIONAL SKILLS AND BEHAVIORS OFFERED ON PAGES 41 TO 41D WERE COMPILED TO RELATE DIRECTLY TO THE AREAS OF FUNCTION WHICH MUST BE EVALUATED AS SET FORTH IN PL 94-142. YOUR ATTENTION IS DIRECTED TO THIS LIST AS YOU CONSIDER WHAT KINDS OF GOALS AND OBJECTIVES YOU NEED TO CONSIDER FOR YOUR PROJECT CHILD. IF YOU WISH TO STUDY THIS MORE THOROUGHLY, STOP THE TAPE, AND DO SO NOW.

THE INTERVENTION MATRIX IN THE HANDBOOK, BEGINNING ON PAGE 141 LISTS MANY SOURCES OF MATERIALS THAT ARE DESIGNED TO PRESENT PROGRAMS IN A SEQUENTIAL MANNER AND ARE AN AID IN WRITING GOALS AND OBJECTIVES.

THESE WERE ALSO INTENDED TO HELP IN PLANNING INTERVENTION TECHNIQUES AND STRATEGIES. MANY OF THE MATERIALS LISTED THERE ARE AVAILABLE FOR YOUR INFORMATION AND USE ON A LOAN BASIS FROM PROJECT HAPI'S OFFICE.

THE DETERMINING OF GOALS AND OBJECTIVES CANNOT BE DIVORCED FROM THE SELECTION OF INTERVENTION MATERIALS, THE EIGHTH STEP LISTED IN THE GUIDE ON PAGE 21 IN IEP DEVELOPMENT. THIS STEP IS DISCUSSED ON PAGE 43. THE SCHEMATIC PLAN FOR DEVELOPING IEP GOALS AND OBJECTIVES ON PAGE 45 SHOWS GRAPHICALLY HOW THE DAILY PLANS FOR INSTRUCTION AND INTERVENTION ARE TIED DIRECTLY TO THE STATED IEP GOALS AND OBJECTIVES.

YOUR ASSIGNMENT NOW IS TO THOROUGHLY ACQUAINT YOURSELF WITH THE INTERVENTION SECTION OF THE HANDBOOK BEGINNING ON PAGE 139 AND CONTINUING THROUGH TO THE APPENDICES. ANOTHER SOURCE OF INFORMATION IN DEVELOPING GOALS AND OBJECTIVES AND IN THE SELECTION OF APPROPRIATE MATERIALS AND TECHNIQUES CAN BE FOUND IN THE COLLECTION OF MODEL IEP'S FOUND IN APPENDIX A. YOU MAY WISH TO ADD MATERIALS OF YOUR OWN TO THE MATRIX AND THE SAMPLE RESOURCE SECTION FOR REFERENCE IN THE FUTURE. WHEN YOU HAVE COMPLETED THIS ASSIGNMENT, PLEASE RESUME THE TAPE. YOU MAY STOP THE CASSETTE PLAYER AT THIS POINT.

SEGMENT VIII

SEGMENT 8 OF THE TRAINING TAPES WILL DEAL WITH STEP 9: THE E & P COMMITTEE MEETING, WHICH IS ADDRESSED IN THE HANDBOOK ON PAGES 47 AND 48. IT IS ASSUMED THAT YOU HAVE READ THIS PORTION. IT MUST BE STRESSED, THAT WHILE ONLY ONE MEETING TO PLAN AND WRITE THE IEP IS MANDATED, IT IS RECOMMENDED THAT SCHEDULING MORE THAN ONE MEETING IS A GOOD PRACTICE, REMEMBERING, OF COURSE, THAT THIS INVOLVES ALL REQUIRED PARTICIPANTS, INCLUDING THE PARENTS. THE PARENT SHOULD BE PROVIDED THE OPPORTUNITY TO ACT AS A DECISION MAKER ON AN EQUAL BASIS WITH EVERY OTHER MEMBER OF THE E & P TEAM. IT MUST BE RECOGNIZED THAT THE PARENTS AS WELL AS THE EDUCATORS HAVE A RESPONSIBILITY FOR THE EDUCATION OF THEIR CHILDREN AS WELL AS THE EXPERTISE TO MAKE SOUND DECISIONS.

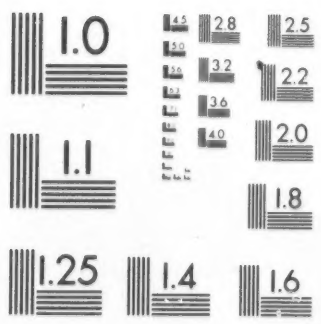
A WRITTEN REPORT OF THE DECISIONS OR CONCLUSIONS MADE IN ANY MEETING SHOULD BE MADE AVAILABLE FOR THE PARENTS WHETHER ORNOT THEY HAVE BEEN IN ATTENDANCE. THE REPORT FORM ON PAGE 49 ILLUSTRATES SUCH A FORM, AND THE SAME FORM COMPLETED FOR OUR FICTITIOUS CHILD, PAT COLLINS, FOLLOWS ON PAGE 49B. WHEN SUCH A PRELIMINARY MEETING HAS OCCURRED AND A REPORT TO THE PARENT HAS BEEN MADE, CERTAIN ELEMENTS MAY BE ENTERED ON THE IEP FORM PRIOR TO THE E & P MEETING IN WHICH THE IEP IS COMPLETED. THE CHECKLIST FOR EVALUATING THE IEP ON PAGE 51 DESIGNATES THE INFORMATION UNDER ITEMS 1 AND 2 THAT MAY BE COMPLETED PRIOR TO THE WRITING OF GOALS AND OBJECTIVES. THIS CHECKLIST PROVIDES A FORMAT FOR PREPARING AN AGENDA FOR THE E & P MEETING. A SAMPLE AGENDA HAS BEEN INCLUDED IN YOUR TRAINING PACKET. SUCH AN AGENDA PROVIDES A FORMAT FOR ALL MEMBERS, INCLUDING THE PARENT, AND THE STUDENT WHERE APPROPRIATE, TO USE THROUGHOUT THE MEETING. WHILE AN INFORMAL AND COMFORTABLE ATMOSPHERE MAY BE MORE CONDUCIVE TO PARENTAL INVOLVEMENT, SUCH A WRITTEN AGENDA SHOULD BE VIEWED AS A GUIDE TO KEEP THE TEAM "ON TRACK" RATHER THAN A RIGID PROTOCOL.

THE COMPLETED IEP FOR PAT COLLINS IS INCLUDED ON PAGE 53. YOU WILL

1



12.5



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

NOTE THAT THE SPECIAL EDUCATION PLACEMENT IS DESIGNATED AS VISUALLY IMPAIRED PLACEMENT IN A RESOURCE ROOM WITH TRANSPORTATION AS A RELATED SERVICE. SPECIAL MATERIAL AND EQUIPMENT TO BE PROVIDED INCLUDE A BRAILLE WRITER AND SPECIFIC CURRICULUM ITEMS.

YOU WILL FIND FIVE MODEL IEP'S IN APPENDIX A OF THIS HANDBOOK THAT ILLUSTRATE DIFFERENT HANDICAPS THAT FALL WITHIN THE RESPONSIBILITIES OF THE TEACHER OF THE VISUALLY IMPAIRED, AND THE ORIENTATION AND MOBILITY INSTRUCTOR FOR REMEDIATION AND INTERVENTION.

FOR THE PURPOSES OF THIS TRAINING, YOU WILL ASSUME THAT TWO PLANNING MEETINGS WERE HELD TO DEVELOP THE IEP. YOUR ASSIGNMENT FOR THIS PORTION OF THE TRAINING CONSISTS OF THREE STEPS:

1. WRITE A REPORT APPROPRIATE FOR YOUR PROJECT STUDENT ON THE ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION FORM. YOU WILL FIND THIS IN YOUR TRAINING PACKET. REFER TO THE COMPLETED FORM PAGE 49B FOR SUGGESTIONS.
2. COMPLETE THE IEP ASSUMING ALL THE ROLES OF THE TEAM, IF YOU ARE TRAINING BY YOURSELF.
3. EVALUATE YOUR COMPLETED IEP BY USING THE CHECKLIST ON PAGES 51 and 52. ITEM 12--"IEP IS LEGIBLE IN ENTIRETY" SHOULD NOT BE OVERLOOKED. A CHECKLIST IS ALSO PROVIDED IN YOUR TRAINING PACKET.

WHEN YOU HAVE COMPLETED THIS ASSIGNMENT, YOU MAY RESUME THE TAPE FOR THE FINAL PORTION OF THE TRAINING.

SEGMENT IX

THIS IS THE CONCLUDING SEGMENT OF THE TRAINING. YOU HAVE FOLLOWED YOUR PROJECT CHILD FROM INITIAL IDENTIFICATION THROUGH THE MANDATED STEPS TO IEP DEVELOPMENT AND DETERMINATION OF PROGRAMS AND SERVICES. STEP 10: IMPLEMENTING THE IEP, PAGE 55, DISCUSSES THIS STEP BRIEFLY. IN ADDITION, SEVERAL SUGGESTIONS ARE IN ORDER FOR IMPLEMENTATION.

IT IS RECOMMENDED THAT A WRITTEN PLAN OF INTERVENTION BE DEVELOPED PERIODICALLY. IT SHOULD INCLUDE INCREMENTS BUILDING TOWARD THE TERMINAL OBJECTIVES ON THE IEP, STRATEGIES PLANNED, AND THE MATERIALS AND EQUIPMENT NEEDED. A REPORTING SYSTEM TO THE PARENTS SHOULD BE SET UP, WITH A MEANS FOR DOCUMENTING PARENTAL INVOLVEMENT. ANOTHER SUGGESTION TO CONSIDER IN THE IMPLEMENTATION OF THE IEP INCLUDES PREPARING A COPY OF THE STUDENT'S PROPOSED DAILY SCHEDULE FOR THE PARENTS, INCLUDING WHERE INSTRUCTION IS TO TAKE PLACE AND WHO IS RESPONSIBLE FOR THIS INSTRUCTION. MAKING SUCH INFORMATION AVAILABLE TO THE PARENT IS ANOTHER AVENUE IN KEEPING COMMUNICATION CHANNELS OPEN BETWEEN THE SCHOOL AND THE PARENT. WITH IMPLEMENTATION OF THE IEP, YOU HAVE NOW COMPLETED THE IEP PROCESS LOG.

STEP 11: REVIEW OF THE IEP, PAGE 57, REFERS TO TITLE 5 REGULATIONS WHICH ADDRESS THE REVIEW OF THE IEP. THE LAW IS SPECIFIC ABOUT THE NEED FOR CONTINUING ATTENTION TO A HANDICAPPED CHILD'S NEEDS AS THE INDIVIDUAL DEVELOPS. WHILE A REVIEW OF THE IEP MUST BE HELD AT LEAST ANNUALLY AND A NEW IEP WRITTEN, A REQUEST FOR A REVIEW OR REVISION MAY BE SUBMITTED AT ANY TIME BY THE PARENTS, SCHOOL PERSONNEL, A RESPONSIBLE COMMUNITY PROFESSIONAL, OR, IF APPROPRIATE, THE STUDENT HIMSELF. IN SUCH AN EVENT, THE E & P COMMITTEE WOULD RECONVENE TO RESOLVE THE PRESENTING PROBLEM.

PAST TRAINEES HAVE INDICATED THEY HAVE FOUND THIS HANDBOOK A CONVENIENT AND HANDY RESOURCE THROUGH THE YEAR. SOME HAVE DESCRIBED IT AS AN "ON

THE TOP OF THE DESK REFERENCE." OTHERS HAVE REPORTED HAVING ADDED THEIR OWN MATERIALS TO IT, THUS BUILDING A COMPENDIUM OF RESOURCES.

YOUR FINAL ASSIGNMENT AS A TRAINEE WILL BE DUE AFTER A SEMESTER OF USE WITH THE HAPI MATERIALS. THIS ASSIGNMENT CONSISTS OF EVALUATING THIS HANDBOOK. THE HANDBOOK EVALUATION FORM IS APPENDIX D, PAGES 231 AND 232. YOUR CANDID CRITIQUE IS INVITED. THANK YOU FOR YOUR COOPERATION.

Project HAPI

IEP PROCESS LOG

Student _____ B/D _____ Grade _____ Teacher _____

School _____ Team Coordinator _____

- | | <u>Date</u> | <u>Initial</u> |
|--|-------------|----------------|
| 1. Referral for assessment received by team coordinator. | _____ | _____ |
| 2. Development of assessment plan: | | |
| A. Parent notified of informal meeting. | _____ | _____ |
| B. Evaluation team members notified. | _____ | _____ |
| C. <u>Assessment Record</u> utilized. | _____ | _____ |
| D. <u>Assessment Analysis</u> provided each team member | _____ | _____ |
| E. Timelines established for: | | |
| (1) Completion of assessment. | _____ | _____ |
| (2) Assessment Analysis to be delivered to team coordinator. | _____ | _____ |
| (3) Psychoeducational study completed (for EH & SDL) . | _____ | _____ |
| (4) <u>Assessment Analysis</u> compiled by team coordinator. . | _____ | _____ |
| 3. Assessment plan and parent and student rights and procedural safeguards delivered to parents. | _____ | _____ |
| 4. Receipt of parental consent to assess documented. | _____ | _____ |
| 5. Conduct assessment per plan (see full <u>Assessment Record</u>). . | _____ | _____ |
| 6. Coordinator collect and compile findings on <u>Assessment Analysis</u> | _____ | _____ |
| A. Notify parents of: | | |
| (1) Meeting (if indicated) to determine adequacy and findings of assessment. | _____ | _____ |
| (a) Notice delivered. | _____ | _____ |
| (b) Report of meeting delivered. | _____ | _____ |
| AND/OR | | |
| (2) E&P committee meeting for IEP (when one meeting only is needed) planning and determination of educational placement. | _____ | _____ |
| 7. Parent's response to item 6, (1) received/documented. . . . | _____ | _____ |
| Parent's response to item 6, (2) received/documented. . . . | _____ | _____ |

8. Agenda prepared for E&P committee meeting. _____
9. E&P committee meeting:
 - A. IEP--written and signed by participating members _____
 - B. Written parental consent for educational placement documented. _____
10. IEP implemented _____

REFERRAL TO ASSESSMENT TEAM

School _____ Date _____ Person Initiating Referral _____

Student _____ BD _____ CA _____ Sex _____

Personal Identifier _____ Current Teacher _____ Grade _____ Current Placement _____

No. Yrs. Enrolled in School _____ Native Language _____ How Determined _____

Parent(s)/Guardian(s) _____ Phone _____

Address _____

Native Language of Home _____ School District of Residence _____

Assessment Team Coordinator _____ Date Referral Received _____

Reason for Referral:

Background Information:

Educational History (include previous significant test scores, data reports, samples of work, etc.).

Health/Medical History

Previous Interventions/Strategies

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Project HAPI

ASSESSMENT RECORD

Name _____ Grade _____

Birthdate _____ Date _____

DATE

ASSESSMENT

EXAMINER

HEALTH STUDY

*Vision Acuity**Auditory Acuity**Current Health*

LEARNING STYLE

ACADEMICS

DATE

ASSESSMENT

EXAMINER

LANGUAGE

PSYCHOMOTOR

PRE-VOCATIONAL/VOCATIONAL

SOCIAL ADAPTATION/EMOTIONAL STATUS

SELF-HELP SKILLS

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Project HAPI

EYE MEDICAL REPORT

Date of referral: _____

_____ has been referred for consideration for special education programs and services for the visually impaired. Please complete this form as soon as possible.

Student Information

Birthdate: _____ Address: _____

Parents/Guardians: _____ Phone: _____

Examination

Ocular history:

Diagnosis:

Acuity (if obtainable):

OD:

OS:

OU:

Method used to obtain acuity (i.e., Lazy E, Snellen, etc.): _____

Characteristics: Permanent _____ Recurrent _____ Improving _____

Progressive _____ Communicable _____ Improvement not possible _____

Other _____

Medication prescribed: _____

Activities prohibited: _____

Visual Performance (Check if applicable):

No light perception ____

No reflexive action present ____

No measurable response to visual stimuli ____

Demonstrates ability to:

Locate source of light ____

Trace horizontally ____

Distinguish forms or objects ____

Fixate ____

Vertically ____

Muscle Function: Normal ____ Abnormal ____

Fusion _____

Depth Perception _____

Please include any information which may be helpful in assessing the developmental and visual efficiency of this student:

Thank you,

Signature

Date

NOTIFICATION OF REFERRAL
PARENT CONSENT TO ASSESSMENT PLAN CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES

Student _____ Date sent: _____

REASONS FOR REFERRAL: Your son/daughter has been referred to the assessment team (_____ EAS, _____ SAT, _____ E&P) due to concerns about his/her current performance as described:

Possible program alternative(s): _____

The assessment team is a group of appropriately credentialed school personnel who make recommendations to provide educational services best suited to a student's needs. To aid in planning an appropriate program for the student, the team needs to conduct an assessment. The assessment plan below lists the procedures, tests, records or reports proposed for use in evaluation. This assessment will include adequate procedures to evaluate visual perceptual or other perceptual problems. All tests to be used are appropriate and nonbiased for the student.

ASSESSMENT PLAN — Date to be completed _____

Person Responsible	Assessment Tool	Description of Tool	Reason for Using
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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297

A copy of *Parent and Student Rights* has been enclosed for your information and understanding. Parents have the right to take part in providing information and in making decisions about their child's education. If you have any questions regarding your rights or steps to follow in exercising your rights, you may contact your child's school or the school district office.

I give my consent for any of the above evaluations to be made as outlined within 35 days after receipt by the school of this consent. I understand that the results will be kept confidential and that I will be invited to a meeting when the assessment is completed to review the results and discuss program possibilities. It is my understanding that no change in educational placement will be made. I also acknowledge receipt of the Parent and Student Rights, including due process and procedural safeguards.

Parent/guardian signature

Date

If you have any questions, please call: _____

Assessment team coordinator signature

Phone

Please sign and return to:

Date returned: _____

☐

Copy provided to parents in primary language

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ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION

Date _____ Name _____

School _____ Grade _____

Dear _____:

A request has been received by the Eligibility and Planning Team (E&P) to meet on

_____ at _____
(date) (time) a.m. p.m. located at _____
(place)

for the reasons listed below:

1. Proposed action: _____

2. Reasons for proposal: _____

3. Options considered: _____

4. Reasons for rejection of options: _____

5. Assessment procedures used: _____

6. Records considered: _____

7. Other factors: _____

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Your presence is requested at this meeting. *You must notify this office if you do not plan to attend.*

You may wish to invite one of the following to this meeting to represent your child and/or provide additional information that could aid the committee: i.e., social worker, teacher, psychologist, optometrist or teacher. If you do so wish, please complete the section below. Only the person(s) you have authorized may participate in this meeting. It is important that you understand that the district DOES NOT have authorization or funds to pay you or your representative(s) at this time.

I give my consent for the following to attend the E&P meeting and authorize them to speak in behalf of my child:

Name _____ Address _____

Relationship to student _____

Name _____ Address _____

Relationship to student _____

I/we, the parent(s)/guardian(s) of the above student WILL _____ WILL NOT _____ attend the meeting.

Parent/guardian signature

Date

Parent/guardian signature

Date

Please sign the above statement and return to:

Thank you.

303

Student _____ BD _____ CA _____
Personal Identifier _____ Sex _____
Teacher _____ No. Yrs. Enrolled
in School _____ Grade _____
School _____ Special Program _____
Date of Initial Enrollment in Special Education _____ *Projected Date of Placement _____ Anticipated Duration of Placement _____
Career/Vocation Education Program _____
Extent of Regular Class Placement _____ P.E. Program _____

Date of Meeting _____
Parents _____ Phone _____
Address _____
Native Language of Pupil _____ How Determined _____
Native Language of Home _____ School District of Residence _____

RATIONALE FOR PLACEMENT

Functional description of handicap:

Specific special education to be provided:

Related services to be provided:

Special material/equipment to be provided:

Provision(s) for possible transition into regular classroom program:

Rationale for Least Restrictive Environment:

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language:

Academics:

Social Adaptation/Emotional Development:

Psychomotor:

Prevocational/Vocational Skills:

Self-Help Skills:

Learning Style (Modality):

Learning Approach (e.g., reflective, persistent, etc.)

Health Status:

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):

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Student _____

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^{xx} sign below:

Date

Secondary level graduation requirements (CAC 3306(s)):

Parent/designee signature

Parent/designee signature

Student signature

Special education administrator/designee signature

Regular education teacher signature

*School psychologist signature

*Language, speech, and hearing specialist signature

School nurse signature

Special education teacher signature

Interpreter signature

Other signature (specify)

Other signature (specify)

*Has evaluated pupil

^{xx}Indicates designated team coordinator

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Determination of extended school year services (CAC 3306(e)):

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Specified Special Education Placement

Parent/designee signature

Date

Parent/designee signature

Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Parent/designee signature

Date

Parent/designee signature

Date

307

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	<u>Date</u> _____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible _____ Date established _____	
	Person responsible _____ Date established _____	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible _____ Date established _____	
	Person responsible _____ Date established _____	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible _____ Date established _____	
	Person responsible _____ Date established _____	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed
	Person responsible _____ Date established _____	
	Person responsible _____ Date established _____	_____ Achieved _____ Reviewed _____ *Revision recomm. _____ Parent informed

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Project HAPI

CHECKLIST FOR EVALUATING THE IEP

All items on the HAPI IEP form require a response.

____ 1. Personally identifiable information legible and accurate.

- ____ a. Student name
- ____ b. Birthdate
- ____ c. Chronological age
- ____ d. Personal identifier
- ____ e. Sex
- ____ f. Number previous years enrolled in school
- ____ g. Date of initial enrollment in special education
- ____ h. Grade
- ____ i. Date of meeting
- ____ j. Parents
- ____ k. Phone
- ____ l. Address
- ____ m. Native language of pupil, and
- ____ n. How determined
- ____ o. Native language of home
- ____ p. School district of residence

This information may be completed on IEP prior to E&P meeting.

E&P chairperson should confirm accuracy of this information prior to IEP consideration, decisions and writing of IEP in committee.

____ 2. Indicate present levels of function (state "age appropriate" where no need exists. Where needs exist, use statement rather than test scores).

- ____ a. Communication/language
- ____ b. Academics
- ____ c. Social adaptation/emotional development
- ____ d. Prevocational/vocational skills
- ____ e. Self-help skills
- ____ f. Learning Style (Modality)
- ____ g. Learning approach
- ____ h. Health status

See suggestions in handbook.

These items may be completed prior to writing of goals, objectives, programs and services needed, when more than one planning meeting is indicated. This information should be available from assessment analysis compilation.

____ 3. Annual goals based directly on assessment findings state general aims.

- ____ 4. Short-term instructional objective(s) written fulfill each annual goal. Specify time, observable behavior, evaluation conditions and criteria.
- ____ a. Document person responsible for implementing (not mandated but recommended).
- ____ b. Date objective established.
- ____ 5. Rationale for placement (statements require specificity and must reflect all areas of need).
- ____ a. Functional description describes educational need(s) in understandable language.
- ____ b. Specific special education to be provided--designates special designed programs based on goals, including special physical education and/or vocational programs.
- ____ c. Related services to be provided describes additional services required to fulfill goals and objectives.
- ____ d. Special material/equipment to be provided by school district to meet goals and objectives.
- ____ e. Provision(s) for possible transition into regular class placement permits flexibility to move toward least restrictive environment.
- ____ f. Rationale for least restrictive environment gives reason for recommended placement.
- ____ 6. Establish (for this IEP implementation) specific:
- ____ a. Teacher
- ____ b. School
- ____ c. Special program
- ____ d. Date of initial enrollment in special education.
- ____ e. Project date of placement (note exception).
- ____ f. Anticipated date of placement.
- ____ g. Career/vocational education program
- ____ h. Extent of regular class placement (percent of time on weekly basis).
- ____ i. Physical education program
- ____ 7. Secondary level graduation requirements.
- ____ 8. Determination of extended school year services (specificity need).
- ____ 9. Participating IEP committee members (in attendance) signature and date document the statement of compliance with legislation in referral, assessment, IEP development and special education placement processes.
- ____ 10. Written parental consent to placement as specified documented.
- ____ 11. Informed voluntary acknowledgement of receipt and understanding of rights and protections documented.
- ____ 12. IEP is legible in entirety.

Nombre del estudiante _____ Fecha de referencia _____

Posible programa alternativo: _____

PLAN DE EVALUACIÓN - Fecha en que se completará la evaluación _____

Persona Responsable	Instrumento de Evaluación	Descripción del Instrumento	Razón para su uso
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BLANCO: Director del Proyecto
AMARILLO: Archivo
ROSA: Iniciador

Una copia de los *Derechos de los Padres y del Estudiante*, ha sido incluida para su información. Los padres tienen el derecho de participar y proporcionar información y tomar decisiones referente a la educación de su hijo. Si usted desea más información con respecto a sus derechos o a los procedimientos para ejercer estos derechos, puede comunicarse a la escuela de su hijo o a la oficina del distrito escolar.

Doy mi autorización para que las evaluaciones previamente descritas sean llevadas a cabo dentro de un periodo de 35 días después de que la escuela haya recibido esta autorización. Entiendo que los resultados serán confidenciales y que se me invitará a la junta cuando la evaluación se haya completado para ver los resultados y discutir las posibilidades del programa. Es de mi conocimiento que no habrá ningún cambio en la colocación educativa. También acuso de recibo una copia de los Derechos de los Padres y del Estudiante, incluyendo el proceso legal y procedimientos de protección.

Firma del padre o tutor

Fecha

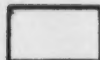
Si desea mayor información por favor comuníquese con:

Firma del Coordinador del Grupo de Evaluadores

Teléfono

Favor de firmar y devolver a:

Fecha de devolución: _____



Copia proporcionada a los padres en su idioma nativo

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Proyecto HAPI

Nombre _____ Sexo _____ Fecha de nacimiento _____ Grado _____
(CAC 5 3421 (b) y 45FR 121a.543) El reporte escrito debe incluir una declaración de:

1. Si el niño tiene una desventaja específica para el aprendizaje.
2. Descripción de la desventaja.
3. Razones para llegar a la determinación.
4. Características del comportamiento estudiadas durante el periodo de observación.
5. Relación de las características en el funcionamiento académico del niño.
6. Resultados conectados con condiciones físicas que pueden afectar educacionalmente al niño, si las hay.
7. Gran discrepancia entre los logros y habilidades que no pueden corregirse sin educación especial y sus servicios relacionados, diseñados para individuos que se ha determinado tienen desventajas en el aprendizaje o de comportamiento.
8. Determinación del grupo de evaluadores sobre efectos ambientales, culturales o desventajas económicas.

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En mi opinion profesional _____, las habilidades básicas para aprender estan dentro del alcance normal de los funcionamientos, sobre todo no atribuyen a una retardación mental, ni tampoco por tener conocimientos limitados del idioma inglés. (Este informe no será requerido para individuos cuyos desórdenes en el aprendizaje y de comportamiento sean debido a serios trastornos emocionales o autismo)

Firma del psicólogo de la escuela

Fecha

Yo certifico que el reporte adjunto refleja mis conclusiones con respecto a _____, basados en los resultados de la evaluación.

(Instrucciones: Un miembro del grupo hay que identificarse como el coordinador del grupo.)

Fecha

Firma del administrador o su representante en educación especial

Firma del maestro especializado en educación especial

Firma del maestro de educación regular

*Firma del psicólogo de la escuela

*Firma del especialista de oído, habla y lenguaje

Firma de la enfermera de la escuela

Otra firma adicional

Otra firma adicional

Otra firma adicional

* psicólogo que ha examinado al estudiante

Cualquier miembro que no esté de acuerdo debe presentar por separado su informe con sus conclusiones. Adjunte dicho informe con este estudio.

ACCIÓN RECOMENDADA POR EL GRUPO DE ELIGIBILIDAD Y PLANIFICACIÓN

Fecha _____ Nombre _____

Escuela _____ Grado _____

Estimado _____:

El Grupo de Elegibilidad y Planificación (E&P) se reunirá en:

a.m.

_____ a las _____ p.m. ubicado en _____

(fecha)

(hora)

(lugar)

Por las razones abajo especificadas:

1. Acción propuesta: _____

2. Razones para la proposición: _____

3. Opciones consideradas: _____

4. Razones por las cuales se rechazaron las opciones: _____

5. Procedimientos usados para evaluar: _____

6. Documentación a considerar: _____

7. Otros factores: _____

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Se requiere su presencia esta junta. Le suplicamos notificarnos si usted no planea asistir a esta junta.

Si usted desea, puede invitar a las siguientes personas, por ejemplo: Una trabajadora social, un maestro, un psicólogo o un optometrista para que represente a su hijo o para que proporcionen información que pueda ayudar al comité. Si usted desea hacerlo, por favor complete la parte de abajo de esta forma. Solamente personas que usted autorice pueden participar en esta junta. Queremos hacer de su pleno conocimiento que el Distrito NO tiene autorización ni fondos para pagarle a usted o a la persona que va a representarlo.

Doy mi autorización para que las siguientes personas asistan a la junta de E&P y representen a mi hijo:

Nombre _____ Dirección _____

Parentesco con el alumno _____

Nombre _____

Parentesco _____

Yo, el padre o tutor del alumno PODRÉ _____ NO PODRÉ _____ asistir a la junta.

Yo, la madre o tutor del alumno PODRÉ _____ NO PODRÉ _____ asistir a la junta.

Firma del padre o tutor _____

Fecha _____

Firma de la madre o tutor _____

Fecha _____

Favor de firmar y regresar esta forma a:

Muchas gracias.

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Nombre del
Estudiante _____ FN _____ EC _____

Identificación personal _____ Sexo _____

Maestro _____ No. de años en
la escuela _____ Grado _____

Escuela _____ Programa especial _____

Fecha inicial de inscripción _____ *Fecha propuesta de colocación _____ Duración de colocación anticipada _____
en Educ. Especial _____ colocación _____ anticipada _____

Carrera y vocación del Programa Educ. _____

Tiempo de colocación en la clase regular _____ Programa de % Educ. Física _____

INDIQUE EL NIVEL ACTUAL DE FUNCIONAMIENTO:

Comunicación y Lenguaje

Academicos:

Adaptación Social o Desarrollo Emocional:

Psicomotor:

Destrezas pre-vocacionales, vocacionales:

Destrezas de esfuerzo personal:

Estilo de aprendizaje (modalidad):

Manera de aprender (por ejemplo, reflectiva, persistente, etc.)

Estado de salud:

*Si al estudiante no se le puede dar la colocación apropiada dentro de los primeros 20 días escolares, exponga la razón de la demora y la fecha planeada para la colocación (CAC 3305(c)):

Fecha de la junta _____

Padres _____ Teléfono _____

Dirección _____

Idioma nativo del alumno _____ Como fue determinado _____

Idioma nativo del hogar _____ Distrito Escolar de Residencia _____

RAZÓN PARA LA COLOCACIÓN

Descripción de la desventaja funcional:

Educación especial específica que se va a proporcionar:

Servicios relacionados que se van a proporcionar:

Material especial y equipo que se va a proporcionar:

Medidas necesarias que se tomarán en caso de un posible cambio al programa de clase regular:

Razón para la colocación en un ambiente menos restrictivo

Las personas cuyas firmas aparecen a continuación, atestiguan el procedimiento que se ha seguido con relación al planeamiento instructivo de evaluación, su proceso legal, la colocación o terminación, así como también que el alumno cuyo nombre aparece arriba se ha identificado como el estudiante que necesita (o no necesita) servicios de educación especial, de acuerdo a las leyes y reglamentos federales y estatales. Las metas, objetivos, programas y servicios se determinarán debidamente ya sea si el alumno tiene limitaciones en el idioma inglés o si no lo habla.

xx Firmas de los miembros de comité
que participan en el IEP:

Fecha

Requisitos para pasar al nivel de secundaria (CAC 3306(s)):

Firma del padre o su representante

Determinación para ampliar los servicios durante el año
escolar (CAC 3306(e)):

Firma de la madre o su representante

Firma del alumno

Firma de administrador de educación
especial o su representante

La firma de los padres o de su representante atestigua el
permiso concedido para la colocación de un programa de
educación especial como:

Firma del maestro de educación regular

* Firma del psicólogo de la escuela

Especificación de la colocación en educación especial

* Firma del especialista en oído, habla
y lenguaje

Firma del padre o su representante

Fecha

Firma de la enfermera de la escuela

Firma de la madre o su representante

Fecha

Firma del maestro de educación especial

Una forma por escrito y la explicación detallada de los de-
rechos, protección y proceso legal ha sido proporcionada
y recibida por los padres de acuerdo a las leyes federales.

Firma del intérprete

Firma del padre o su representante

Fecha

Otra firma (especifique)

Otra firma (especifique)

Firma de la madre o su representante

Fecha

*Especialista que ha evaluado al alumno

xx Indica el coordinador del grupo

Metas Anuales	Objetivos de Instrucción a Corto Plazo	Control de Metas y Objetivos
	Tiempo establecido, observación del comportamiento, condiciones, y criterio de evaluación.	Alcanzados _____ Revisión _____ Recomendación para la revisión * _____ Información a los padres _____ Fecha _____
	Persona Responsable _____ Fecha _____	
	Tiempo establecido, observación del comportamiento, condiciones, y criterio de evaluación.	Alcanzados _____ Revisión _____ Recomendación para la revisión * _____ Información a los padres _____ Fecha _____
	Persona Responsable _____ Fecha _____	
	Tiempo establecido, observación del comportamiento, condiciones, y criterio de evaluación.	Alcanzados _____ Revisión _____ Recomendación para la revisión * _____ Información a los padres _____ Fecha _____
	Persona Responsable _____ Fecha _____	
	Tiempo establecido, observación del comportamiento, condiciones, y criterio de evaluación.	Alcanzados _____ Revisión _____ Recomendación para la revisión * _____ Información a los padres _____ Fecha _____
	Persona Responsable _____ Fecha _____	
	Tiempo establecido, observación del comportamiento, condiciones, y criterio de evaluación.	Alcanzados _____ Revisión _____ Recomendación para la revisión * _____ Información a los padres _____ Fecha _____
	Persona Responsable _____ Fecha _____	
	Tiempo establecido, observación del comportamiento, condiciones, y criterio de evaluación.	Alcanzados _____ Revisión _____ Recomendación para la revisión * _____ Información a los padres _____ Fecha _____
	Persona Responsable _____ Fecha _____	

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*CAC Title 5 - 3307

NOTA: No se requiere copia al cation

(escribe a máquina o con tinta escribiendo firmemente)

 BLANCO: Director del Proyecto
 AMARILLO: Archivo
 ROSA: Iniciador

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Name: _____

Date: _____

1. The concept of an individualized education program was developed by PL 94-142:
 - a. True
 - b. False
2. An individualized education program is written for:
 - a. children presently unserved
 - b. all handicapped children
 - c. handicapped children receiving special services
 - d. all children
 - e. none of the above
3. The maximum life span of an individualized education program is:
 - a. one year
 - b. three years
 - c. not determined
 - d. dependent on the completion of objectives
 - e. none of the above
4. A complete evaluation of a child receiving special education services shall occur:
 - a. prior to initial placement
 - b. before placement change
 - c. upon request by a teacher or parent/guardian
 - d. at least every three years the individual remains in special education
 - e. all of the above
5. An IEP is an:
 - a. ideal education package
 - b. indigestible educational palaver
 - c. individualized education program
 - d. Ithaca Edsel Plant
 - e. none of the above
6. The child's present level of functioning is part of the diagnostic information required in an IEP.
 - a. True
 - b. False
7. The child's label is part of the diagnostic information required.
 - a. True
 - b. False

8. Prescriptive information includes annual goals and short-term objectives.
 - a. True
 - b. False
9. "First-hand" information on IEP regulations can be found in:
 - a. The Farmer's Almanac
 - b. The Federal Register
 - c. State Senate Bill
 - d. OCR Bulletin 43
 - e. None of the above
10. Necessary services should be delivered to handicapped children by placing them all in a regular classroom.
 - a. True
 - b. False
11. The IEP is a binding contract.
 - a. True
 - b. False
12. Who is responsible for implementing the IEP?
 - a. The child's teacher
 - b. Special teacher
 - c. Whoever the E&P committee designates
 - d. The parent
 - e. None of the above
13. Which of the following is not a requirement under PL 94-142?
 - a. Procedural due process
 - b. Individualized education programs
 - c. Parental involvement
 - d. Elimination of special classes
 - e. A full service plan by each LEA
14. Although a plan of intervention and instructional activities is not written in the IEP committee and does not require approval, it is mandated by PL 94-142.
 - a. True
 - b. False
15. A child with a suspected disability may be placed in a special education program for a period not to exceed 20 days prior to the E&P meeting and writing of the IEP.
 - a. True
 - b. False

16. The team designated to develop the IEP always includes:
 - a. school nurse/nurse practitioner
 - b. the student
 - c. the parents/guardians
 - d. a special education teacher/specialist
 - e. any school personnel who has participated in the evaluation where results are significant to the child's IEP
 - f. the receiving teacher(s)/specialist(s)
 - g. an administrator/designee
17. It is required that school districts seek out all handicapped individuals between the ages of 3 and 21 by:
 - a. September 1, 1978
 - b. September 1, 1979
 - c. September 1, 1980
 - d. September 1, 1981
 - e. September 1, 1982
18. Prereferral tasks which do not require written parental consent are:
 - a. illegal
 - b. screening of speech, academics, hearing, etc.
 - c. consultation with other school personnel
 - d. search of school history in cumulative records
19. Written parental consent to assess is:
 - a. always required
 - b. not required when the parent makes a written referral for assessment
 - c. not required when the parent makes an oral referral for assessment
20. The parent is always a member of the:
 - a. assessment team
 - b. E&P team
 - c. IEP committee
 - d. all of the above

1. FALSE--The concept of writing learning goals, and thus, individualizing teaching and learning has been a part of education for at least 25 years.
2. C-----An educational program is written only for those children receiving services.
3. A-----The individualized education program (IEP) must be reviewed at least annually.
4. E
5. C-----This should be self-explanatory
6. A-----Stated in the law.
7. FALSE--Not stated in the law and the philosophy behind PL 94-142 is to reduce labeling.
8. TRUE
9. B
10. FALSE--The concept of the least restrictive placement is that each individual with exceptional needs shall be educated with pupils who are not handicapped, as appropriate to the needs of both. The severity of the handicap may be such that the education of an individual with exceptional needs cannot be achieved satisfactorily in a regular setting.
11. FALSE--The IEP is a statement of services, goals and objectives, etc., not a contract.
12. C
13. D
14. TRUE
15. FALSE
16. C, D, E, G
17. C
18. B, C, D
19. A
20. D

Project HAPI

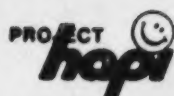
A Guide for Monitoring the Implementation of the IEP
and Compliance of PL 94-142 and Title 5 Regulations

	September 1979		January 1980	
	YES	NO	YES	NO
1. Student's complete IEP is kept in classroom.				
2. An IEP for each student in special education class or program has been written, approved, and signed pursuant to (121a 341) (5CAC3154).				
3. Each IEP contains components listed in hand-book, part I.				
4. Intervention and planned activities relate to IEP and goals and objectives.				
5. Evidence exists (documented) showing attempts to implement IEP components in a regular/scheduled fashion have been employed.				
6. Progress or date of achievement of intervention activities has been recorded.				
7. IEP is protected as confidential information pursuant to federal and state laws.				
8. Person responsible for establishing annual goals participated in IEP development.				
9. Person responsible for establishing annual goals developed pupil's intervention activities.				
10. Parents were involved in planning intervention activities.				

	September 1979		January 1980	
	YES	NO	YES	NO
11. When appropriate, student was involved in development of IEP.				
12. As objectives are met, new objectives are developed.				
13. The IEP reflects all areas of instruction that student should receive in a quality program.				
14. Student is receiving all of related services in accordance with his/her IEP. (121a 349)				
15. All needed related services are listed on IEP.				
16. All related services on IEP are available on a regular basis.				
17. All related services on IEP are available for an adequate time.				
18. Appropriate supplies and equipment needed to appropriately develop objectives are provided.				
19. New or additional materials can be obtained as needed to meet objectives.				
20. Training has been provided in use of specialized equipment or materials.				
21. Special education student <u>participates</u> in academic activities in regular class.				
22. Special education student participates in non-academic activities in regular education. (121a 550, 553 and 5CAC3155)				

	September 1979		January 1980	
	YES	NO	YES	NO
23. Student has opportunity to participate in school activities and programs regardless of handicapping condition (e.g., access to site premises pursuant to Section 504, Rehabilitation Act).				
24. Special education student is accepted by:				
a. regular classroom teacher				
b. student in classroom				
c. other staff members				
25. Student is integrated into regular classroom.				
26. Person responsible for establishing objective(s) coordinates school activities with regular classroom teaching:				
a. by support personnel				
b. conference				
c. memo				
d. informal reports				
e. other				
27. Student is working on activities related to goals and objectives of IEPs.				
28. Activities are individualized to meet student needs.				

	September 1979		January 1980	
	YES	NO	YES	NO
29. Written classwork or evidence of additional activities show student's work is appropriate to goals and objectives stated in IEPs.				
30. All instructional materials and equipment listed on IEP is available in classroom.				
31. Appropriate use of materials and equipment is effectively carried out.				
32. Basic skill areas are part of student's curriculum.				
33. When appropriate adaptive/remedial PE is provided for student based on needs.				
34. Student is provided appropriate nonacademic activities in his/her curriculum:				
a. art				
b. music				
c. dance				
d. other				
35. Student's classroom provides adequate space, ventilation, acoustics and furniture.				



Pre/Post Training Inventory

Name _____

Date _____

Please check the response column which best describes your understanding of the following:

	Limited Awareness	Fair Awareness	Good Awareness	Able to Teach Peers/ Parents
1. What is the intent of PL 94-142?				
2. Why is there a need for an IEP?				
3. What must the IEP contain?				
4. Who assumes the responsibility of writing and implementing the IEP?				
5. At what point is written parental consent first required in the process IEP development?				
6. What is meant by due process?				
7. What differentiates goals and objectives?				
8. What are the areas of behavior designated to be assessed per PL 94-142?				
9. What are the special assessment requirements of PL 94-142 that apply only to children with specific learning disabilities?				
10. Who must attend the IEP meeting?				
11. What is meant by "establishing the least restrictive environment"?				
12. What is meant by extended school year services?				

PROJECT HAPI

TO:

DATE:

FROM:

RE:
BIRTHDATE:

Below is an authorization for you to release any information you have which would assist us in evaluating and determining the needs of the above student. This would include psychological and/or other testing, plus reports of any assessment team committee decisions.

School reports should cover academic achievement, social adjustment, and behavior. Medical data should include name of the doctor, date of examination, medical findings, and reports of special laboratory tests (i.e., EEG and pertinent recommendations and medications prescribed). Recommendations for the educational program would be helpful.

Thank you for your cooperation.

Sincerely,

AUTHORIZATION

TO REQUEST AND RELEASE CONFIDENTIAL INFORMATION

NAME: _____ BIRTHDATE: _____

PRESENT SCHOOL: _____ GRADE: _____

I hereby authorize _____
to release to and/or secure from Psychological Services, _____
School District, any educational, medical and/or psychological data on the above
student. Such information will be shared with appropriate persons and used for
professional purposes only.

DATE: _____ SIGNED: _____

RELATIONSHIP TO STUDENT _____



Project HAPI
Eligibility and Planning Team Committee Meeting

Suggested Agenda

- I. Introduction of members
- II. Statement of intent of meeting
- III. Validate personally identifiable information on IEP form
- IV. Inform parent of parent and child rights
- V. Assessment results from E&P team members:
 - A. Assessment Analysis
 - B. Psychoeducational Study (EH and SDL)
 - C. Other special reports as determined by disability
- VI. Writing of IEP (recorded by designated team members)
 - A. Indicate present levels of function
 - B. Determine and write annual goals and instructional objectives
 - C. Establish eligibility
 - D. Determine placement based on goals and objectives, and develop:
 1. Rationale for placement
 2. Appropriate career/vocational education program
 3. Appropriate P.E. program
 4. Extent of regular class placement
 5. Projected date of placement
 6. Anticipated duration
 7. Secondary level graduation requirements
 8. Determination of extended school services
- VII. Obtain signatures
- VIII. Tentative schedule for IEP review



Project HAPI
E&P Committee Action Meeting

Suggested Agenda

- I. Introductions
- II. Purpose: To analyze results, determine adequacy of assessment, consider eligibility for programs and services, and schedule meeting to write IEP
- III. Review of compilation of assessment results recorded on Assessment Analysis:
 - A. Determine levels of function:
 1. Communication/language
 2. Academics
 3. Psychomotor
 4. Social/emotional adaptation
 5. Prevocational/vocational skills
 6. Self-help skills
 7. Learning style/approach
 8. Health status
 - B. Determine if assessment has been adequate
 - C. Psychoeducational/psychological study
 - D. Consider eligibility (according to Title 5 regulations) options for programs and services
- IV. Prepare E&P Committee Action form to be delivered to parents
- V. Assessment team coordinator:
 - A. Schedule meeting for writing of IEP (time and date to be mutually acceptable by parent(s) and staff)
 - B. Deliver E&P Committee Action report to parent(s)
 - C. Prepare agenda, reports, and records for E&P meeting
 - D. Notify all team members of time and date



Update

February 15, 1980

DUE DATE TODAY!!!

Thanks to all the 1979-80 HAPI participants and review panel members who have forwarded the questionnaires, evaluations, posttest data, etc. to the project office. With all this in hand, the project staff is armed with the information needed to write the application for dissemination.

EXTRA! EXTRA! IEP CHANGE

Gordon Duck, assistant superintendent and director, Office of Special Education, California State Department of Education, has pointed out in a January 14, 1980 letter that the recent decision regarding parental consent for the contents of the IEP must be adhered to at this time. Please read this carefully--it is important!

"Subject: Opinion of the Office of the Attorney General on
Parents' Consent Required of the Contents of the
Individualized Education Program

The Attorney General's opinion on the subject of individualized education programs and parental consent addresses two substantive issues:

1. Whether parental consent is required for the contents of a child's individualized education program.
2. Whether the hearing procedure established in Title 5, California Administrative Code, Sections 3124(a) and 3308(a), which would permit the override of a parent's denial of consent, is valid and enforceable.

The opinion concludes that parental consent is required for the entire individualized education program for an individual with exceptional needs, not just for the placement component. Furthermore, if a parent refuses to consent to an established individualized education program for his child, there is no procedure which would authorize a local education agency to override the denial of such consent.

EXTRA! EXTRA! IEP CHANGE CONTINUED

Some significant implications of the Attorney General's opinion are as follows:

1. Although the opinion cites and relies only on Master Plan statutory and regulatory authority, the opinion must be applied equally to non-Master Plan areas in order to assure equal protection of the law for all individuals with exceptional needs.
2. As of the date of this communication, all newly developed and revised individualized education programs must have parental consent prior to their implementation. Upon parental request, a pupil's current individualized education program developed or revised prior to this communication must be returned to the parent to solicit consent to the entire program.
3. If a parent does not consent to a pupil's individualized education program or the assessment of the pupil, the local education agency may not implement the individualized education program or assess the pupil. In accordance with the Attorney General's opinion, Sections 3124(a) and 3308(a) of Title 5, California Administrative Code are void and unenforceable. After attempts to reach agreement and obtain parental consent to the pupil's individualized education program or assessment plan have failed, then the pupil would attend the regular school's program, at the grade appropriate to his or her level of educational achievement in accordance with the Attorney General's opinion.

The fair hearing process is still available, however, to a parent to determine the appropriateness of a contested individualized education program or assessment.

Inquires regarding this opinion may be directed to the Department's Legal Office (telephone 916-445-4694)." (State Department of Education)

You may wish to discuss this letter with your director of special education. If you need a copy of the above letter, contact Project HAPI's office.

U.S. OFFICE OF EDUCATION CLARIFIES DIFFERING IEP INTERPRETATIONS

"Short-term instructional objectives" on the IEP, according to the U.S. Office of Education have a "different meaning" than the objectives

U.S. OFFICE OF EDUCATION CLARIFIES DIFFERING IEP INTERPRETATIONS CONTINUED

in daily or weekly instruction plans. These objectives are simply outcomes or milestones for indicating progress in meeting annual goals. Therefore, these objectives must be completed on the IEP to comply with PL 94-142. (This was addressed in HAPI trainings.)

OE further says that it is not appropriate to place a child in special education and then, later, to develop the IEP. Under PL 94-142, IEPs must be developed and agreed to by professionals and parents before the child is placed in special education. However, at state and local option, teachers can expand the IEP after placement with more specific objectives or lesson plans.

OE says union officials cannot attend IEP meetings if student records are discussed, except with parental permission. HEW's Fair Information Practice Office writes, "It is improper to include parties whose participation is intended to protect the interest of teachers rather than the interest of the student." To do so would violate the confidentiality and procedural safeguards of PL 94-142.

EDITING OF HAPI'S VIDEO PROGRAM NEAR COMPLETION

HAPI's video program EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP will soon be available in a three-part series:

PART I: AN INTRODUCTION TO THE IEP PROCESS

PART II: ASSESSMENT PLANNING
THE FIRST 15 SCHOOL DAY PERIOD

PART III: ASSESSMENT + INTERVENTION = IEP
THE 35 SCHOOL DAY PERIOD

In addition, a guide has been written to accompany the video program. This guide gives a synopsis of each part, some implications for use, discussion questions, and includes masters for overhead transparencies which coordinate with the video presentations.

The evaluations and comments from HAPI participants and review panel members have proven a real help. Project HAPI owes Dr. Doyle Knirk, San Diego County Department of Education, a big "thank you" for the time and direction he has volunteered during the editing of the video program. So, "thank you," Dr. Knirk, your input was most welcome and appreciated!

TEST MANUALS NEEDED

Participants who have borrowed copies of the PIAT, WRAT, and KEY Math for HAPI posttesting please return them as soon as possible. There are others who are waiting to use them.

ATTENTION - HANDBOOK CORRECTIONS

All handbooks - See Appendix B: The Composition of E&P and/or IEP Committee. Note the last category listed, "(d) Orthopedic or Other Health Impaired," column 4 change "yes" to "optional" and column 8 change "yes" to "optional."

The EDUCATIONALLY HANDICAPPED handbook ONLY. On the title page the author's name is misspelled. Change to "Grace Hanggi-Noe." Page iv - The first sentence is in error. Dr. Lawrence C. Barry is the project director (not coordinator). Pages 63 and 64. The pagination of these pages is reversed. Page 63 change to 64. Page 64 change to 63. To accomplish correct sequence you will need to remove the page and use your three-hole punch. While this does not improve the aesthetic quality it does give the correct continuity. (Sorry!)

RECALLING AUDIOCASSETTES FOR THE VISUALLY IMPAIRED HANDBOOK

Problems in the reproduction of the audiocassettes which accompany the VISUALLY IMPAIRED handbook have been found in Segments One and Two. Please check yours. If it is faulty, return it to the project office and it will be replaced. Thanks to the members of the review panel for identifying this problem.

ANY MORE CORRECTIONS?

The project staff appreciates learning of any corrections needed in the project materials. You are encouraged to call 292-3719 to report needed changes.

MORE TO COME. AFTER SPRING VACATION!





Update

NOVEMBER 1979

DR. BARRY RESUMES AS PROJECT DIRECTOR

Dr. Lawrence Barry is again at the helm as the director of Project HAPI after a year's leave. Included in his many professional activities during a sabbatical leave last year were visitations to a number of districts which have implemented the Master Plan for Special Education. His European tour last summer was reported as a highlight. Dr. Barry returns with innovative ideas and interesting reports. Welcome back!

HAPI HANDBOOKS UPDATED

The five handbooks, ASSESSMENT + INTERVENTION = IEP, A HANDBOOK ON HOW TO WRITE AN INDIVIDUALIZED EDUCATION PROGRAM for:

- Severe Disorders of Language, Including Aphasia and Other Speech-Language Handicapped
- Hearing Impaired
- Visually Impaired
- Trainable Mentally Retarded and Developmentally Handicapped
- Educationally Handicapped

were revised to reflect the most recent changes in federal law and specifically the May 23, 1979 California Administrative Code Title 5 regulations. Part I, A Systematic Approach to IEP Development, presents an updated outline and explanation of required IEP components and sequential steps in IEP development following the timelines set out in the law. Forms for Referral to the Assessment Team, Notification of Referral/Parent Consent to Assessment Plan, E&P Team Recommended Action, and the IEP are offered in all handbooks. These forms are also available in Spanish from the project office, 292-3719. The appendices in each handbook now include five or more sample IEPs and a new matrix showing the current composition of E&P teams for different handicaps.

All handbooks sport a new cover using the project logo you see on this update. The handbooks remain the chief vehicle for training, serving as guides and basic materials in the sequential development of IEPs.



AUDIOCASSETTES DEVELOPED FOR EACH HANDBOOK

Instructional audiocassettes, one specifically prepared for each handbook, have been added to the HAPI training package. These cassettes are designed to provide a self-instructional component to the training. The audiocassette is to be used simultaneously with the handbook. Each tape is divided into segments. With each segment of training the trainee, as a team member, is assigned a specific task. Upon completion of the tape and assignments, the trainee will have experienced the entire IEP process as a team member from the point of referral to implementation.

HAPI HAS VIDEOTAPE

EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP, a videotape, provides an overview of the IEP process depicting identification, referral, assessment, and IEP planning events in compliance with laws and regulations. This television program was developed for HAPI workshop trainings and as an inservice instrument for regular class teachers, administrators, parents, special education staff, relevant professionals (e.g., physical therapists, doctors, etc.), and parent/child advocates.

1979-80 HAPI WORKSHOPS

For the third year, Project HAPI has had the privilege of working with master teachers/specialists--a very special group of educators who brought enthusiasm with their expertise to the workshops.

Project HAPI conducted six workshops during August and September. Eight San Diego County school districts and two nonpublic schools participated, sending 51 trainees.

The focus of the training was on a multidisciplinary team approach, stressing the need for each team member to understand the total IEP process. Training was designed for the purpose of offering staff development workshops in the writing of IEPs in compliance with federal laws and the May 23, 1979 California Administrative Code Title 5 regulations. Three models of training were offered this year.

Training Model I provided minimal direct instruction with one and one-half days in the workshop setting. The remainder of the training was accomplished by using the audiocassette with the handbook in a self-instruction situation.

Training Model II was a replication of the past two years' week-long training model. The format was different since the training this year included the use of the videotape and the audiocassettes.

A one-half day orientation was offered through training Model III. Project and trainee responsibilities were explained, the videotape was shown, and each

1979-80 HAPI WORKSHOPS CONTINUED

trainee received the appropriate HAPI handbook, the self-instructional audio-cassette, and packet of materials. These trainees then completed the training independently.

All 1979-80 trainees had the option of earning two semester hours of credit through San Diego State University. This option is still open to those who may have decided after the completion of the workshops that they did, after all wish to sign up for credit. Any such person should call 292-3719 and inform Pat Mohr, Project HAPI secretary.

DEADLINE: Registration forms must be in the San Diego State's cashier's office on or before November 15, 1979.

Any 1979-80 trainee, regardless of training model, is invited to contact Jean Chapman, 292-3675, for support in completing responsibilities. All project test results and the three completed IEPs should be finalized and in Project HAPI's office now.

THANK YOU, CHULA VISTA

A special thanks is extended to Chula Vista City School District for arranging for Barbara Karas, language, speech, and hearing specialist, to assist Jean Chapman, project coordinator, during two weeks of HAPI training. Barbara's contribution was a real plus.

YOU MAY BE CALLED . . . (ANY VOLUNTEERS?)

If you were a 1977-78 or 1978-79 HAPI participant, you may be contacted to review and critique the videotape, the audiocassettes, and the revised handbooks. Such a panel will be assembled in the next few weeks. Again, it is your input that is so important in editing the project's materials.

NO HAPI VAN, BUT. . .

Materials are still available for HAPI trainees to use on a check out basis. If you are in need of particular assessment or intervention items, contact the project office. We can use the truck mail to get items to you.

INSERVICE FOR SAN DIEGO COUNTY DISTRICTS

Several inservice offerings with the HAPI videotape, handbooks, and audio-cassettes are scheduled for districts who did not participate in workshop trainings this fall. These districts will be requested to react to the HAPI materials, too. If you or your district is interested in such an inservice, you may contact Jean Chapman at 292-3675.

ATTENTION PAST TRAINEES

Due to a mechanical error, the updated sections of the Severe Disorders of Language, Including Aphasia and Other Speech-Language Handicapped, were incorrectly punched to match the assessment and intervention sections. This Part One, which is appropriate in its entirety to both SDL and EH books, and in a general way for all handbooks, is available upon request. Replacing the present Part One of your handbook with the above named section will update your handbook. The attached IEP Flow Chart illustrates schematically the tasks and timelines in the IEP process. The revised Part One of all the handbooks follows this Flow Chart in a systematic, sequential fashion in providing an IEP Process Log and necessary forms to accomplish the development of an IEP.

IEP AND EXTENDED YEAR SERVICES

From Wilson Riles, superintendent of public instruction and director of education, State of California:

"Some district and county superintendents are going to fair hearings on the issue of whether an extended-year program should be written into a special education student's Individual Education Plan (IEP). This issue is clearly defined in regulation, Title 5, CAC, Section 3306(e).

"Extended school year services when needed, as determined by the Eligibility and Planning Team, shall be documented in the individualized education program."

Note that Section 3106.5(e) imposes the same requirement on programs under the Master Plan.

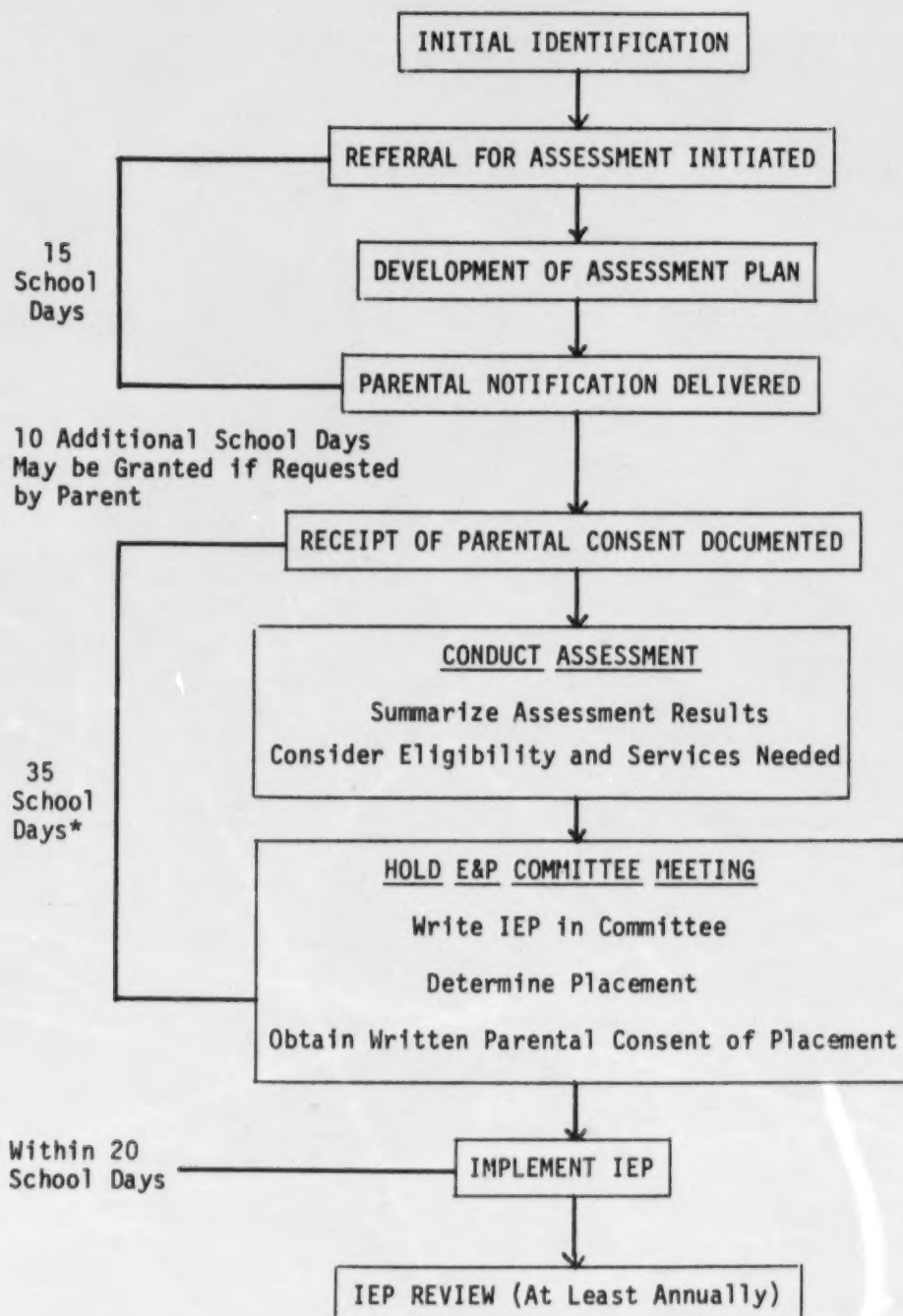
Determination of whether an extended-year program is appropriate for a particular child is a matter on which opinions may differ. However, once this decision is made, there is no room for dispute over whether it must be part of the IEP."

IS YOUR ADDRESS CORRECT?

Please call in any change of address so the updates will reach you promptly, 292-3719.

HAVE A HAPPY THANKSGIVING FROM THE PROJECT HAPI STAFF.

IEP FLOW CHART



*CAC 5 - 3305 (b) When determined by E&P team that additional assessment, by an outside agency, is needed, the total time shall not exceed 50 days.